



Anti-bullying Policy

To be read in conjunction with the:

Behaviour Policy

Safeguarding Children and Child Protection Policy

Special Education Needs and Disabilities Policy

Complaints Policy

Effective date 31st April 2021

Signed, Head Teacher Gary Price

Signed, Chair of Governors Mags Ratford

Date approved by Governing Body 31st March 2021

Date of next review 31st April, 2023

Anti-Bullying Policy

1. Purpose of the Policy

- 1.1 The purpose of this policy is to provide the children, parents, staff and governors of Horsley C of E Primary School with clear guidelines on how the school defines bullying and how bullying is dealt with when it occurs.
- 1.2 This policy has been drawn up in consultation with a range of stakeholders. It is reviewed by the governors and staff.

2. Aims and Objectives

- 2.1 At Horsley C of E School we aim to provide a safe, secure and supportive environment where children learn and socialise with all members of the school community displaying tolerance, sensitivity and respect. This policy relates specifically to bullying. For further details concerning our general safeguarding procedures, please refer to our Safeguarding Children and Child Protection Policy.

We aim to:

- Create a climate where bullying is not accepted in any form, including racial bullying, sexual bullying, bullying related to sexual orientation or disabilities
- Prevent bullying from starting
- Ensure staff respond consistently and appropriately to bullying
- Empower victims of bullying to seek help
- Involve everyone in acting against bullying
- Support those involved in bullying to change their behaviour

3. What is bullying? (See Appendix A)

We define bullying as any behaviour which is deliberately hurtful, either physically or emotionally, which is repeated over a period of time. It includes physical, verbal and indirect forms of bullying.

It is distinct from conflict which is part of everyday life. It is not:

- A one off fight or argument
- A friend sometimes being nasty
- An argument with a friend
- Falling out with friends on occasional basis

4. Preventing Bullying

The school aims to prevent bullying from starting through the taught and wider curriculum by:

- Raising awareness about bullying and the anti-bullying policy

- Increasing understanding for victims and building an anti-bullying ethos
- Drawing upon the procedures promoting a culture of positive approaches to behaviour as detailed in the school Behaviour Policy
- Teaching children how to relate positively to others through collaborative group work in classroom and in collective worship/assemblies
- The use the Personal, Social and Emotional (PSHE) curriculum, i.e. the CORAM SCARF curriculum to raise awareness and understanding of the issues surrounding bullying
- Adopting Anti-Bullying Week (run by the charity, the Anti-bullying Alliance).
See <https://www.anti-bullyingalliance.org.uk/>

5. Reporting Bullying

Parents who believe their child is being bullied should make an appointment to discuss the concerns with either the Class Teacher or the Headteacher.

A meeting will then be arranged with the relevant parties to listen to the facts from all sides and discuss intervention strategies for dealing with the problem. These strategies need to be agreed by all parties. This meeting would normally involve the parents of the victim, the victim, class teacher and Headteacher.

Staff awareness is raised through the staff meeting and teachers ensure all support staff are aware of any children to be monitored during lessons, lunch and playtimes. Lunchtime supervisors and teaching assistants report any incidents of poor behaviour or concerns about bullying to either the Headteacher or Assistant Headteacher at the end of each playtime. Incidents of bullying are recorded using the behaviour incidents form in the Behaviour Policy.

6. Procedures

A combination of strategies for dealing with incidents of bullying will be drawn on to fit the circumstances of particular cases as it is felt that a single strategy is not likely to provide a complete solution to the problem. In most cases the children involved will be carefully monitored and any incidents recorded. The school will keep up regular communication with the parents of the victim, explaining action taken. The Headteacher will normally contact the parents of the bully to involve them in any communication and inform them of actions put in place to improve behaviour.

7. Implementation

All staff, parents and pupils are made aware of the Anti-bullying policy and bullying is treated consistently throughout the school according to the policy.

8. Monitoring

The Headteacher and Governors will monitor the effectiveness of the policy through focused walks, lesson observations, communication with parents and regular communication during staff meetings and school and class councils.

9. Evaluation

Using data from monitoring activities, such as Well-being Questionnaires, focussed walks and lesson observations and feedback from parents, pupils and staff, the Headteacher and Governors will review and update the policy biennially according to the Governors Yearly Planner.

10. Complaints

If a parent is unhappy about how allegations of bullying have been dealt with or feel that a problem has not been addressed, then a parent should:

- Arrange to meet with the Headteacher
- If, after meeting with the Headteacher, the matter remains unresolved, the parent/guarding should make recourse to the procedures defined within the Complaints Policy.

Appendix A

WHAT IS BULLYING?

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”. At Horsley Primary School children are taught this in the form of the acronym, ‘STOP!’, meaning several times on purpose.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

Horsley Primary School will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated at Horsley and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Racial Equality Strategy will be implemented.

A full investigation will be carried out, recording incidents in the school incident book and on Gloucestershire LA forms. Horsley has a duty to develop children’s understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons, in Religious Education lessons and in school assemblies.

Horsley guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body, via the Headteacher’s Report, and LA as required.

Sexual Bullying

Sexual bullying affects boys and girls. **A case of proven sexual assault is likely to lead to the exclusion of the perpetrator**

Sexual bullying can be characterised by:

Abusive name calling

Looks and comments about appearance, attractiveness, emerging puberty

Sending offensive or suggestive text messages or e mails

Inappropriate and uninvited touching

Sexual innuendoes and propositions

Pornographic material, graffiti with sexual content

In its most extreme form sexual assault

The use of the word 'gay'

Sexual bullying can also be related to sexual orientation. Children do not necessarily have to be lesbian, gay or b-sexual to experience such bullying.

Bullying of children with Special Educational Needs or disabilities

Abusive name-calling

Looks and comments about intellectual ability

Refusal to co-operate in work or play

Comments directed at the help or support of a Teaching Assistant

Cyber Bullying

Cyber bullying can be defined as: 'the use of Information and Communication Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.

Cyber bullying takes different forms:

Threat and intimidation

Harassment or cyber-stalking

Defamation

Exclusion or peer rejection

Impersonation

Unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images)

Manipulation

Some cyber bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber bullying are known to be unintentional and the result of simply not thinking about the consequences. It is important that children are made aware of the effects of their actions.

Appendix B

COPING WITH REPORTS OF BULLYING

Information for Staff

Reports from Parents

1. Recognise that the parents might well be upset and angry
2. Keep an open mind – bullying can be difficult to detect
3. Remain calm and understanding
4. Make it clear that something will be done
5. Explain the school policy and make sure procedures are followed.
6. Refer the matter to the Head or Senior Teacher

Reports from children

1. Get all the facts and record them
2. Inform the Headteacher and relevant support staff
3. Monitor the situation and involve parents if you feel it is necessary

The Head or Senior Teacher will:

1. Arrange a meeting, ask for details and record the information
2. Contact the parents of the bully to involve them in the procedure
3. Make a further appointment to explain actions and review the situation
4. Follow up with staff to ensure the appropriate action has been taken.