



Anti Bullying Policy

This policy should be read in conjunction with all other relevant policies; Safeguarding policy, Anti Bullying Policy, Relationship and Behaviour Policy, Acceptable Use Policy, PSHE Policy

Preamble

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

As a school we define bullying as deliberately hurtful behavior, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, exclusion from social groups)
- Cyber bullying

We comply with the Equality Act 2017 and ensure that no-one is discriminated against due to the protected characteristics of"

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race, religion or belief
- sex
- sexual orientation

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Aim

To ensure that pupils learn in a supportive, caring and safe environment with out fear of being bullied. Bullying is anti-social behaviour and effects everyone; it is unacceptable and will not be tolerated.

When? The logistics/timetables that ensure the policy is adhered to

- Anti- Bullying strategies and procedures will be implemented in school continuously.
- Anti- Bullying fortnight will be a feature of the schools Autumn Term.
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE (jigsaw), whole class discussion time, assemblies and other subject areas.

What? The process that is undertaken to ensure the policy is adhered to

- Pupils who are being bullied may show changes in behaviour, work patterns and concentration. They may truant or feign illness.
- Teachers use a range of methods to prevent bullying and to establish a climate of trust and respect for all.
- Pupils are encouraged to tell anybody that they trust if they are being bullied, if it persists they must keep letting people know.
- Pupils are invited to tell us their views about bullying through the school council and an annual pupil questionnaire.
- All pupils will be invited to participate in a range of anti bullying events throughout the year in particular during the annual anti-bullying fortnight.

Where? Resources/information/help can be found

Incidents of bullying will be reported to staff who will deal with it in line with the schools behaviour policy. In cases of serious or consistent bullying an incident will be reported to the Headteacher/ Deputy Headteacher to record in line with the schools behaviour policy.

All teachers will have access to anti-bullying resources in the whole school PSHE scheme (jigsaw).

All Governors, teaching and non-teaching staff should have an understanding of what bullying is, and know what the school policy and guidelines are and follow them,

All pupils and parents should know what the school policy is and what they should do if bullying arises. A copy of the Anti Bullying policy can be found on the school's website.

School Staff:

Will deal with incidents immediately.

Will ensure that the Headteacher receives a clear account of the incident.

The Headteacher will ensure that the incident recorded and class teacher is kept up to date with actions taken.

Parents will be contacted and kept informed of actions taken.

Pupils who have been bullied will be given an opportunity to discuss experiences with a staff member and will be offered continuous support.

Pupils who have bullied will discuss what happened with a staff member and establish the wrong doing and the need to change.

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Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of the possible signs and should investigate further if a child displays them. These may include:

- Reluctance to come to school
- Appearing withdrawn or anxious
- Attempting to run away
- Crying a lot
- Having trouble sleeping
- Deterioration in school work
- Coming home with books damaged or clothes torn
- Having possessions go 'missing'
- Becoming aggressive, disruptive or unreasonable
- Not eating
- Bed wetting

Isolated incidents

It is important to distinguish between bullying behaviours and isolated incidents of inappropriate behaviour. Isolated incidents can include the type of behaviours referred to in this policy, however they are not usually part of an ongoing pattern of behaviour.

Incidents at school are investigated thoroughly by staff and dealt with accordingly as per the school's behaviour policy and anti-bullying policy as appropriate.

Monitoring arrangements & Review

Class teachers will monitor any situations in the class and will communicate with the Head teacher or SLT. Overall, the Head teacher or SLT will monitor the frequency and severity of incidents and respond appropriately.

The school policy will be regularly reviewed by the whole staff and governors.

Parents will be invited to comment on its effectiveness on parental questionnaires.

The school Council will also collect feedback from pupils.

Appendices:

Appendix 1: Pupil charter

Appendix 2: Responses to bullying

Further guidance

All staff should be familiar with the following policies along side the DESC guidelines.

- Special Education Needs
- Anti Bullying
- Restraint & Handling
- Child Protection
- HBN Health and safety Policy

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Appendix I

Pupil Charter - agreed with children during anti-bullying week

- Our school would like to have a happy community free of all forms of bullying including acts of aggression, teasing, taunting and name calling and cyber bullying.
- All pupils should appreciate that all people are different and that it is important to be unique.
- Bullying is never acceptable anywhere.
- We want to develop confidence and show ourselves to be assertive in order to stand up for ourselves safely.
- Everyone has the right to be safe and feel safe.
- Our anti bullying policy should be understood by everyone



anti-bullying
WORKS

- Our whole school community shall support and help each other, no matter what, to stop any kind of bullying

- Pupils should feel confident to tell adults when they see bullying or are a victim of bullying
- We will always try to avoid hurting people on the inside and the outside and boost their confidence to make the school a happy and safe place

Think before you speak - whether face to face or on line

T - is it True?

H - is it Helpful?

I - is it Interesting?

N - is it Necessary?

K - is it Kind?

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Appendix 2 - Response to bullying at HBN

