



# Haresfield C of E Primary School

## Anti-Bullying Policy

*'Trusting in God, Together we live, learn and grow.'*

### School Vision

At Haresfield Church of England Primary School we want everyone to know that they are unique, special and worthy in the sight of God and to "Aim High". To be the very best that they can be.

We strive to achieve this through our Christian values rooted curriculum. By working together to learn what God wants for each of us, we offer an ambitious, creative curriculum in which we help each child to flourish and grow. We endeavour to provide the children in our care with a passion for learning and to appreciate the wonder of our world. When they leave our school our aim is to ensure they have the key skills ready to cope with life at whatever level they are. The school is supported by an effective partnership with parents and the community.

### Policy Statement

The core purpose of any Church school is to maximise the learning potential of every pupils. Creating a climate for education where all pupils want to engage in learning is paramount and this means pupils need to feel safe and happy, and want to attend. Any form of bullying activity which thwarts security and wellbeing will have a detrimental effect on an individual's ability to learn. The school believes that every child is a child of God and should be valued as such. This is why Haresfield Church of England Primary School places huge importance on ensuring that bullying is tackled.

### Purpose & Scope:

This policy is intended to provide guidance to the Governing Body and all teaching and support staff regarding dealing with and preventing bullying.

### Introduction

Haresfield Church of England Primary School believes that all children have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. We aim to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

The school has a system of rewards which aims to motivate and encourage pupils as well as helping to build individual self-confidence and self-esteem. Haresfield School values everyone's unique contribution to the community. Everyone has a responsibility for safeguarding and promoting the wellbeing of all pupils and all staff have a duty of care, to ensure that pupils are protected from harm.

The school will ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

## Defining Bullying

Bullying is when a person deliberately makes another person feel hurt, intimidated or distressed through mental, verbal or physical abuse.

Bullying can be:

**Emotional** Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

**Physical** Pushing, kicking, hitting, punching or any use of violence

**Sexual** Unwanted physical contact or sexually abusive comments

**Racist** Racial taunts, graffiti, gestures

**Homophobic** Because of, or focussing on the issue of sexuality

**Verbal** Name-calling, sarcasm, spreading rumours, teasing

**Cyber** All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

It is very important for pupils to realise the extent of bullying as many are mistaken or misunderstand the definition when they 'fall out' with friends. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank and to be resilient. Pupils have to learn how to deal with these situations and develop social skills to repair relationships.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. These behaviours, however, do not mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing.

## The aim of the Policy

The aims Haresfield school's anti-bullying policy is to assist in creating an ethos in which attending the school is a positive experience for all members of the community and to make it clear that all forms of bullying are unacceptable. All members of the school community are responsible for helping to reduce bullying incidents; School staff will be alert to the signs of bullying and act promptly and firmly against any bullying behaviours. The policy aims to encourage pupils to report incidents of bullying and, in turn, to ensure that incident of bullying are dealt with effectively.

Victims who report bullying will always be listened to and pupils displaying bullying behaviour will be encouraged to change their attitudes and understand the implications of their actions. Haresfield School will equip all staff with the necessary skills and information necessary to deal with incidents of bullying and ensure that all incidents of bullying are recorded and, where appropriate, shared it with relevant organisations.

## What can a pupil do if they are being bullied?

Pupils should always feel confident that they will be listened to if reporting a bullying incident and should tell an adult that they trust.

**Pupils will be encouraged to:**

- i. Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- ii. Be proud of who you are. It is good to be individual.
- iii. Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- iv. Stay with a group of friends/people. There is safety in numbers.
- v. Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- vi. Not immediately fight back as it may make things worse. Talk to a teacher or parent/guardian first.

**If a pupil knows someone is being bullied:**

- i. TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- ii. If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.

**As a Parent: signs of bullying**

In identifying or dealing with bullying, a parent should consider the following steps:

- i. Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- ii. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- iii. If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- iv. It is important that you advise your child not to fight back. It can make matters worse!
- v. Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- vi. Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.

**Haresfield C of E Primary School will:**

- i. Organise the school community in order to minimise opportunities for bullying, e.g. provide increased supervision at play times.
- ii. Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. in Collective Worship.
- iii. Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- iv. Encourage pupils to treat everyone with respect.
- v. Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- vi. Ensure the fair and consistent application of this policy and the school's Behaviour Policy.
- vii. Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- viii. Treat bullying as a serious offence and take every possible action to eradicate it.
- ix. Work alongside other agency concerned with the wellbeing and welfare of children.
- x. Review the school's Policy and its degree of success.

### **Action to be taken when bullying is suspected:**

Two main aims determine appropriate action when reacting to incidents of bullying:

- i. To make the child who has been bullied feel safe
- ii. To encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this, the school will use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is recently established behaviour by an individual or group which includes regular name calling, intimidation or social exclusion, (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is a seven step approach.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the problem solving approach then the following procedure will be followed:

- i. The Head Teacher is informed
- ii. The pupil who has been bullied is interviewed and their comments recorded
- iii. The pupil or pupils who have been displaying bullying behaviours is/are interviewed and their comments recorded
- iv. The parents of the individual/s who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Head Teacher, pupil and parents is held; the incidents are outlined and the sanctions are detailed.
- v. Individual Behaviour Plans to set targets to improve and monitor behaviours are set up which may involve calling upon the expertise of outside agencies
- vi. In persistent circumstances sanctions may include;
  - Permanent exclusion
  - Temporary exclusion
  - Exclusion from the school premises during playtime or lunchtime.

### **Disciplinary Steps**

Where disciplinary steps are required, the School will consider the following actions, depending on the nature and severity of the incident:

- i. Bullies will be warned officially to stop offending.
- ii. Parents/guardians will be informed.
- iii. Pupils may be excluded from participation in play time at break and/or lunch times.
- iv. Pupils may have other privileges removed.
- v. Pupils may be escorted to and from the school premises.
- vi. If bullying is persistent, pupils may be excluded for a fixed period (one or two days).
- vii. If bullying continues following return from a fixed term exclusion, a longer period of removal may be considered.
- viii. Ultimately, permanent exclusion (expulsion) will be considered.

## Other Policies linked to this policy

- Child Protection Policy
- Anti-Bullying Policy
- Racial Equality and cultural Diversity Policy
- Confidentiality
- Behaviour Policy
- Acceptable Use Policy
- E-safety Policy
  
- Harassment
- Home school agreement
- Positive Handling

## Monitoring and Evaluating

This policy will be monitored and evaluated by the Head, Senior Management team and the Governors through the Curriculum Committee.

**Date of policy**                **Sept 2022 reviewed annually**

**Next review**                **Sept 2023**

**Signed** .....(Head)