

ANTI-BULLYING POLICY

Aims

In our school bullying in any form is unacceptable. We aim to provide a safe and caring environment in which all children are valued and show respect for each other.

We also aim to support the victims of bullying behaviour and help those who bully to acknowledge and deal with their problems.

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- ☑ There is a deliberate intention to hurt or humiliate.
- ☑ There is a power imbalance that makes it hard for the victim to defend themselves.
- ☑ It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Objectives

- To promote an atmosphere of openness, trust and support in which all children feel they can report any bullying-type behaviour to an adult.
- To allow opportunity for those involved in bullying-type incidents to discuss the problem with a relevant adult before responsibility is attributed to either party.
- That a child who is the victim of bullying-type behaviour can receive support within school.
- To help bullies to empathise with the victim and consequently understand what they are doing and why.
- To make the bully aware of the consequences of their actions.
- To give those involved in bullying-type incidents strategies to help them overcome the problems of bullying, raise their self-esteem and help with confidence.
- Allowances will not be made on the basis of gender, colour, age or disability.
- Situations must be dealt with on a factual basis, sensitively and fairly by all adults concerned.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Heckmondwike Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative Approaches are embedded within the school's behaviour policy
- SEAL groups where children have been identified as 'at risk'.
- Anti-Bullying week annually in November.
- PSHE Association Curriculum followed in KS1 and KS2
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Peer mentoring schemes
- Circle of Friends
- Involving parents
- Playground Buddying
- Staff training and development for all staff
- Counselling and/or Mediation

Guidelines for adults dealing with Bullying

- Criticism should be aimed at the child's behaviour, not at the person.

- Adequate boundaries of behaviour should be maintained so that children may know where they stand.
- Behaviour outside these boundaries should be dealt with in a consistent way (Behaviour Policy)
- Children should be encouraged to inform an appropriate adult of any bullying behaviour and not keep things secret because of threats or intimidation.
- **Bullying incidents reported to be logged by class teacher/staff member on CPOMS.**
- Victim and Bully receive counselling/discussion with a restorative focus with learning mentor.
- Parents are informed and invited to discuss problem.
- Outside agencies involved if necessary – Primary Pupil Referral Service, Police, Attendance and Pupil Support Worker.
- Victim and Bully have the opportunity to meet under the supervision of an adult (restorative practice).
- Incident to be reviewed with victim and bully within two weeks to ensure problem has been resolved.
- Persistent bullies to be referred to Learning Mentor/SMT.
- **Persistent bullying behaviour may ultimately result in permanent exclusion from school.**

Reviewed with staff September 2017

Approved by Governing Body September s017

Next Review September 2018