

HATFIELD HEATH PRIMARY SCHOOL

HATFIELD HEATH, BISHOPS STORTFORD, HERTS, CM22 7EA

Part of the Learning Partnership Trust

Telephone: 01279 730382

Fax: 01279 739023

Email: admin@hatfieldheath.essex.sch.uk



ANTI-BULLYING POLICY

Policy date: July 2017

Agreed by Directors date: 5th July 2017

Review date: Summer term 2020

Signed:

Diane Hancock, Chair of Directors

INDEX

	PAGE
BULLYING: HATFIELD HEATH COMMUNITY PRIMARY SCHOOL'S VALUES AND BELIEFS	3
OUR INTENTIONS IN PRODUCING THIS POLICY	3
OBJECTIVES OF THIS POLICY	3
WHAT IS BULLYING?	4
WHY IS IT IMPORTANT TO RESPOND TO BULLYING?	4
SIGNS & SYMPTOMS	4
CREATING AN ANTI BULLYING CLIMATE	5
STRATEGIES FOR DEALING WITH BULLYING	6
PROCEDURES TO ADOPT WHERE CONCERNS HAVE BEEN RAISED	8
POSSIBLE OUTCOMES	8
PREVENTION	9
HELP ORGANISATIONS	10
Appendix A: Bullying – Don't Suffer in Silence – Information for Parents and Families	11
Appendix B: Bullying – Don't Suffer in Silence – Information for Pupils	13

BULLYING: HATFIELD HEATH PRIMARY SCHOOL'S VALUES AND BELIEFS

At Hatfield Heath Primary School we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We value the importance of good relationships and stress the worth of the personal, social and health education as a means of fostering the values of mutual respect, self-discipline and moral and social responsibility which underlies good behaviour. This fully supports our ethos and is emulated in all our policies including our Behaviour Policy which links clearly with this Anti-Bullying Policy. We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

We firmly believe that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to talk to an adult (or friend who will pass it on) and know that incidents will be dealt with promptly, sensitively and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Should pupils not feel able to say directly to a member of staff various other facilities are available to support this such as class boxes for anonymous posts. Powerful, positive relationships between pupils and pupils and staff are central to openness, trust and ultimate success.

OUR INTENTIONS IN PRODUCING THIS POLICY ARE:

- To express our belief that all pupils should be included fully in the life of the school
- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations
- To reduce and to eradicate wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy
- To reduce and to eradicate wherever possible, instances in which pupils are subject to any form of bullying
- To respond effectively to all instances of bullying that are reported to us
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own
- To ensure that all pupils, staff, parents and governors are aware of the policy and that they fulfil their obligations to it
- To meet any legal obligations which rest with the school.

OBJECTIVES OF THIS POLICY:

- All governors/directors, teaching and non-teaching staff, pupils and parents should have a clearly expressed and consistent understanding of what bullying is.
- All governors/directors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- To affirm that as a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

- There is an expectation that the school staff work proactively to build an ethos and the relationships that support positive behaviours and stops any thought of bullying before it starts. It is also expected that our curriculum, both implicit and explicit, supports this as well as staff actively checking, watching, questioning to note and follow up any 'gut feelings' and initial signs rather than wait for an incident to be reported – the damage could be done by then.

WHAT IS BULLYING?

Bullying is the use of aggression with the intention of hurting another person. Bullying can result in pain and distress for the victim.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- 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 and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying and nobody has the right to make somebody else's life unhappy. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

SIGNS AND SYMPTOMS

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Runs away from school or home

- Attempts or threatens suicide or self harms
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has tuck, lunch or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a text or e-mail message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

CREATING AN ANTI-BULLYING CLIMATE AT HATFIELD HEATH PRIMARY SCHOOL

Being reactive in responding to raised/identified concerns are not enough and we believe much can be done to provide the positive underpinning foundations. The School's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy,
- Increase understanding for victims and help build an anti-bullying ethos,
- To teach pupils how constructively to manage their relationships with others.

PSHCE, Circle time, stories and assemblies are used to show what pupils can do to prevent bullying.

Appropriate behaviour is modelled around the school. It is essential that all the members within the school environment work as a team, promoting anti-bullying behaviour and are consistent in the approaches they use to overcome bullying.

All staff are deemed responsible for appropriately tackling and reporting poor behaviour and potentials for bullying.

Posters are displayed around the school to remind pupils that bullying is not acceptable and to remind them what to do if they are bullied.

This Anti-Bullying Policy will be available on the school website.

Systems are in place in all classrooms to allow pupils to anonymously report any specific or general concerns about bullying in school.

Our School Council offers a forum in which concerns about bullying can be discussed on a regular basis.

We will ask pupils where and when bullying occurs in school and we will supervise, monitor and try to eliminate any unsafe areas reported to us.

We provide training for teachers and non-teaching staff (including the Midday Assistants) on spotting the signs of bullying and how to respond to it.

Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.

STRATEGIES FOR DEALING WITH BULLYING

The curriculum and quality of teaching is central to building esteem and in maintaining order in school.

The content of the curriculum and the method of its delivery are fundamentally linked to the motivation of all pupils irrespective of their ability. We emphasise the importance of a stimulating curriculum suitably differentiated which achieves the best possible match between the needs and interests of the pupil and the curriculum they are required to follow.

Specific curriculum contributions broaden pupil perception of managing their behaviour and develop skills such as assertiveness and conflict resolution, as appropriate to their age and a range of situations likely to occur in school. The promotion of self-discipline, a sense of care and respect for oneself and others and a dislike of irresponsible behaviour, are positively encouraged.

It is through a well organised classroom that the potential for conflict is reduced. We believe that children should do as well as possible in their school work. In order to achieve this we believe that a pupils' behaviour, and that of their classmates has an effect on this learning. Time is given in each class to support the class 'team' ethos. It is seen as a discussion time, where the pupils are encouraged to express their thoughts and ideas. Classroom rules, arising out of work with children, are few in number and updated as necessary. Teachers devise ways of teaching the rules and praise children who are seen demonstrating them. Children are actively involved at appropriate times in discussions, drafting, evaluating and understanding the need of such rules. The behaviour pyramid is also used as a support tool.

School Council:

At the beginning of the academic year each class (with the exception of Reception and Year 6) votes for two representatives from their class to be on the School Council. Year 6 vote for the key roles i.e. Chair, Vice Chair, Secretary, Treasurer. The Reception Class do not have any representatives. The children are encouraged to vote for representatives they trust, who do not bully, are friendly and they can relate/talk to.

The School Council meet during lunchtime once a fortnight with the PSCHE Subject leader. The School Council is run by the children with the adults supervising and guiding if appropriate. Members of each class are aware that if they want an issue raised at a School Council meeting they must inform their class representative. Agendas and minutes are produced by the secretary and time is given in each class for school council feed-back and discussion so that the children can see that their issues are being met. Half termly Council assemblies take place and a report is also sent to the governors.

Aims of the School Council:

- To give children a voice on school related issues
- To befriend the friendless
- To act as an extra pair of eyes and ears
- To make sure no one seems unhappy
- To listen to any moans and groans
- To tell teachers of any problems
- To attend the School Council meetings
- They are school friends
- To enable children to take an increasing and active responsibility for their own development and that of others (a collective responsibility is encouraged).

Lunchtimes

Although the Head teacher or Deputy Head teacher and indeed all staff are available, lunchtime supervision of children's behaviour is initially the responsibility of the Midday Assistants team, and is in line with the aims and ethos of our school and both the Behaviour and this Anti-Bullying policy. Midday staff record inappropriate behaviour in an incident book, which is checked daily by the Head teacher. Midday staff usually inform class teachers at the end of a lunchtime if incidents have occurred which involve their pupils. Class teachers follow these up as appropriate. The Head teacher regularly monitors, evaluates and circulates findings. The Midday Assistants are offered and encouraged to receive training as part of the ongoing School Development Plan. The Midday Assistants have meetings with a member of the SLT or PSCHE Leader so that together, they are able to monitor the lunchtime supervision. There are playground rules designed by pupils and staff. All games and other equipment are shared fairly between the children with class rotas that all members of the school are aware of.

Rewards and sanctions

The children at Hatfield Heath C P School behave very well for most of the time. Each member of staff has their own personal way of positively rewarding good behaviour in the classroom situation but on a whole school level we have agreed:-

- Stickers for Reception and Key Stage One
- A point system for Key Stage Two which corresponds to their class praising procedure, so that other members of staff can contribute to their way of praising
- Visit to the Head teacher or Deputy Head
- Special mention in assembly
- Reporting back to parents of good behaviour
- Display of work in a sharing assembly
- Name in the termly 'Gold Book'

The Midday, Admin and Catering staff, have their own praising system which also contributes to the whole school point system.

Our children need to understand that although our policy is to praise good behaviour, inappropriate behaviour will be dealt with by the use of sanctions designed by the children and staff. These as well as the playground rules, are discussed with children at age and stage appropriate levels.

PROCEDURES TO ADOPT WHERE CONCERNS HAVE BEEN RAISED

1. Report bullying incidents to staff
2. Possible cases of bullying will be investigated and recorded by staff. The parents/guardians will be kept informed of initial actions, subsequent findings and longer term actions. Joint communications are critical for success.
3. Parents/guardians of the potential bully will be informed of the concern and actions being taken and requested to support. Clear communication and understanding between both parties is essential.
4. We will work in partnership with parents/guardians of both parties to bring about a change in behaviours and attitudes and stop the bullying.
5. In serious cases regular meetings will be set up to report the school's monitoring and progress and listen fully to other views, information and ideas.
6. If necessary and appropriate, police will be consulted and possibly involved. Local Authority advice and support both behavioural and legal will be sought where appropriate.
7. In certain circumstances fixed term or permanent exclusion may result.
8. Work and actions will be undertaken to help the bully (bullies) change their behaviour and engage positively and fully in the life of the school.

POSSIBLE OUTCOMES

The initial focus will be to protect the 'victim' and stop the bullying. Subsequently we would want to help 'empower' the victim and change the attitudes and behaviours of the bully. At

all stages it is imperative that parents work openly, honestly and fully with the school to bring about a change. Genuine partnership can help ensure a real understanding of the issues and achieve real success in bringing about the desired changes. Whilst immediate responses are possible a real change of behaviour sometimes takes time to become 'natural' behaviour and support and monitoring is needed by all over time.

1. The bully (bullies) may be asked to genuinely apologise.
2. Loss of playtime, lunchtime and other privileges for the bully.
3. The bully would not be allowed to enter the play areas and must report to the office at the start of the day, with the parent and be collected, at a set time, by the parent, at the end of the school day.
4. Exclusion from the class for a fixed time to work in another area of the school – internal exclusion. A part time timetable may be introduced until there is sufficient evidence that a ownership of behaviours and change in 'mindset' allows gradual return to 'normal' school life.
5. In serious cases, suspension, managed move or permanent exclusion from the school will be considered.
6. Either the police or other educational/social care personnel may be involved with advising and possibly meeting or working with the bully.
7. After the incident/incidents have been investigated and dealt with, each case will be monitored for a period of time to ensure repeated bullying does not take place. Continued support and open communication between all involved is vital for this to be a success.

PREVENTION

Linked into the general day to day implicit underpinning work we do we are aware of and use many specific opportunities and methods for helping to prevent bullying. As and when appropriate, these may include:

- Writing a set of school rules
- Signing a behavioural contract
- Writing stories or poems or drawing pictures about bullying
- Reading and discussing about bullying in class or assembly
- Having discussions and making up role plays or 'hot seating' to explore how to resolve disagreements (or using KIDSCAPE role plays)
- Having discussions about bullying and why it matters to tell someone if they feel concerned about a friend or are being bullied themselves
- Provide opportunities in class for those reluctant to speak openly to still share their view on a one to one via a 'message box'
- Use role modelling to help demonstrate positive behaviour
- Funding external drama groups to raise support and development

Acknowledgement is given to Kidscape and the DfEE for the resources used in the development and review of this policy.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)
Children's Legal Centre
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)
Parentline Plus
Youth Access
Bullying Online

0808 800 5793
0845 345 4345
0845 1205 204
0808 800 2222
020 8772 9900
www.bullying.co.uk

Bullying

Don't Suffer in Silence

Information for parents and families

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already successfully done.

Bullying behaviour includes:

- Name calling and nasty teasing
- Threats and extortion
- Physical violence
- Damage to belongings
- Leaving pupils out of social activities deliberately and frequently
- Spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti bullying policy. Each school must have an anti-bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied;

- *Calmly talk* to your child about it
- *Make a note* of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- *Reassure your child* that telling you about the bullying was the right thing to do
- Explain that *any further incidents* should be reported to a teacher immediately
- *Make an appointment* to see your child's class teacher
- *Explain to the teacher* the problems your child is experiencing

Talking to teachers about bullying

- *Try and stay calm* – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- *Be as specific as possible* about what your child says has happened – give dates, places and names of other children involved
- *Make a note* of what action the school intends to take
- *Ask if there is anything you can do* to help your child or the school
- *Stay in touch with the school* – let them know if things improve as well as if problems continue

If you think your concerns are not being addressed:

- *Check the school anti-bullying policy* to see if agreed procedures are being followed
- *Make an appointment* to meet the Head teacher, keeping a record of the meeting
- If this does not help, *write to the Chair of Governors* explaining your concerns and what you would like to see happen
- Contact local or national parent support groups for advice
- *Contact the Parentline Plus helpline* for support and information at any of these stages
- In the last resort, *write to the Secretary of State for Education and Employment*

If your child is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- They don't know it is wrong
- They are copying older brothers or sisters or other people in the family they admire
- They haven't learnt other, better ways of mixing with their school friends
- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how to join in with other children without bullying
- Make an appointment to see your child's class teacher ; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they are co-operative or kind to other people

Bullying

Don't Suffer in Silence
Information for Pupils

If you are being bullied

- *Try to stay calm* and look as confident as you can
- *Be firm and clear* – look them in the eye and tell them to stop
- *Get away from the situation* as quickly as possible
- *Tell an adult* what has happened straight away

After you have been bullied

- *Tell a teacher or another adult* in your school
- *Tell your family*
- *If you are scared* to tell an adult by yourself, ask a friend to come with you
- *Keep speaking up* until someone listens and does something to stop the bullying
- *Don't blame yourself* for what has happened

When you are talking to an adult about bullying, be clear about

- *What* has happened to you
- *How often* it has happened
- *Who* was involved
- *Who saw* what was happening
- *Where* it happened
- *What* you have done about it already

If you find it difficult to talk to anyone at school or home, ring

Childline, Freephone 0800 1111,

Or write, Freepost 1111, London N1 0BR

The phone call or letter is *free*. It is a *confidential* helpline.