



# Hotwells Primary School

## Anti-Bullying Policy

*'Learning to Bring out the Best in Everyone'*

**Last reviewed:** January 2018

**Next review date:** January 2020

# Anti-Bullying Policy

## Introduction

At Hotwells Primary School, we believe that every child has the right to learn in a safe, supportive and caring environment. Every child has the right to come to school without the fear of being bullied. Our Golden Rule is that 'We do not hurt ourselves, other people or property'.

## What is bullying?

Bullying is the repeated action taken by one or more children with the deliberate intention of hurting another child, where there is an imbalance of power. Imbalance of power means the person/people doing the bullying is/are stronger, there are more of them or they have 'influence.' Bullying is:

- **Deliberate**
- **Hurtful**
- **Repeated.**

Bullying can take the following forms (as suggested by Hotwells pupils during Anti-Bullying workshops):

- **Physical** Examples: hitting, kicking, scratching, pinching, slapping, pushing, spitting at some-one, making aggressive gestures, moving a chair away when someone is about to sit down, tripping someone up, deliberately invading someone's personal space, theft or damage of property.
- **Verbal** Examples: name calling, insults and taunts, making threats, making sarcastic remarks, embarrassing comments, racist remarks, using the word 'gay' as an insult, teasing another child about their appearance or clothes, making unkind comments about another child's work, making unkind remarks to a child about members of their family, their lifestyle or religion.
- **Indirect** Examples: spreading stories or rumours about another child, excluding a child from friendship groups, making unkind faces or giving 'dirty looks', using exclusive body language.
- **Cyber bullying**, including the use of e-mail, text messaging or social websites.

In keeping with our e-safety policy and ICT 'code of practice', all children learn to understand cyber-bullying and that our anti-bullying policy applies to cyber-bullying. Bullying is not an inevitable part of school life. It is anti-social behaviour and affects everyone; bullying is unacceptable and will not be tolerated. It is the responsibility of everyone in the school community to take action against bullying.



## **What should children do if they think they are being bullied, or think someone else is being bullied?**

- Use an assertive 'I' statement, for example: 'I don't like that. I want you to stop it.'
- Tell an adult in school about it.

## **What should a parent do if they think a child is being bullied?**

- Tell an adult in school: either the child's class teacher or the Deputy Head or Headteacher.

## **What does the school do to promote positive relationships and minimise the potential for bullying?**

- PSHE lessons and circle times to promote positive relationships and explore ways of managing conflict.
- Assemblies use our School Values of Responsibility, Kindness, Compassion, Honesty, Courage and Aspiration and regularly link to anti-bullying themes.
- We have class charters which are developed with the children and link to the United Nations Convention of the Rights of the Child.
- Active engagement with national Anti-Bullying week in November each year.
- Provide lunchtime clubs and activities to minimise opportunities for bullying.
- Lunchtime Communication book provides communication between lunchtime team and SLT (as well as verbal communication between lunchtime team and class teachers).
- Consistent positive behaviour management policy.
- Careful choice of resources to promote a range of cultures and religions, challenge stereotypes and promote positive images and role models.
- Staff model open and positive working relationships.
- Listen carefully to all children when they share concerns and worries and share appropriate information weekly with all staff in order to actively support and care for all pupils pastorally.



- Behaviour incident logs in each classroom (Reception to Year 6), monitored termly by anti-bullying lead (on SLT).
- All racist, homophobic or extremist behaviour or comments recorded by HT and followed up as appropriate.
- Review anti-bullying policy at regular intervals.

### **Actions to be taken by the school when bullying is suspected:**

- A member of school staff will talk to the child and get a better understanding of their problem.
- An adult will talk to the perpetrator about what has been happening. We will help the child understand their behaviour and why it is unacceptable, as well as to change it.
- School staff will encourage the child to use an 'I' statement, explaining how the behaviour has made him/her feel. Agree together how the problem will be addressed and how things will change.
- The class teacher will communicate with the parents/carers and work with them to resolve any issues of bullying behaviour.
- The class teacher will plan class circle times to promote positive relationships, to discuss ways of solving problems and to address any particular behaviour that has occurred.

### **If the bullying persists:**

The Key Stage leader, Deputy Head or Headteacher will become involved in resolving the problem. Bullying behaviour will not be tolerated and we will take action to ensure that it stops. We will work with the child who has shown bullying behaviour and their parents or carers. A range of strategies may be used to support a child to understand and change their behaviour, such as behaviour agreements with clear targets or support and monitoring from specific members of staff. If appropriate, outside agencies may be asked to provide specialist advice and support. During this process we will continue to support the child who has been bullied and keep their parents informed of the actions we are taking and the progress we are making.



**The following consequences may be used in the event that the  
bullying behaviour persists:**

- The perpetrator will be officially warned to stop bullying and of further consequences should they continue. Their parents / carers will be informed in writing.
- They may be subject to an 'internal exclusion'. This means that they will be excluded from playtimes and/ or lunchtimes. It may mean that they are excluded from school trips or residential camps.
- They may be subject to a short fixed-term exclusion. This means they will be suspended from school for 1 or 2 days.
- They may be subject to a substantial fixed-term exclusion. This means they will be suspended from school for up to five days or for an indefinite period.
- They will be recommended for permanent exclusion.

Should we reach the stage of using these consequences, we will continue to support the perpetrator to change their behaviour, but our priority will continue to be to protect the right of every child to be safe and feel safe in our school.

Last reviewed: January 2018

Next Review date: January 2018

