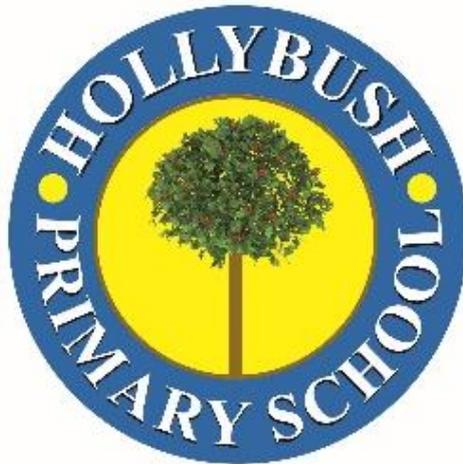


# HOLLYBUSH ANTI BULLYING STATEMENT

## Hollybush Primary School



**Draft Policy Pending Ratification By the School Governing Body**

**Approved by:** [Name]

**Date:** March 2019

**Last reviewed on:** [Date]

**Next review due by:** [Date]



## HOLLYBUSH ANTI BULLYING STATEMENT

Bullying behaviour, whether physical or emotional is unacceptable at Hollybush Primary School. We expect behaviour at school to be in line with the school's statement of values and beliefs:

**RESPECT:**

Treat others as you would like to be treated. Communicate honestly and build trust. Create a community where everyone feels valued and safe.

**NURTURE:**

Act with kindness and compassion. Grow and develop as positive and active citizens. Create self-belief and a desire for lifelong learning.

**ASPIRE:**

Acquire knowledge. Develop understanding. Celebrate achievements. Aim high. Be enthusiastic. Build resilience.

Preventing, raising awareness of and consistently responding to any cases of bullying behaviour is a priority in order to ensure the safety and well-being of our pupils.

The School will investigate any incidents, including, where appropriate, providing support for incidents which occur outside normal school hours or off the premises.

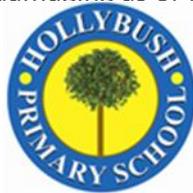
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Bullying behaviour can take many forms, 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 may be motivated by actual differences between pupils, or perceived differences.

We recognise emotional bullying can be as damaging as or more damaging than physical violence. Each case will be treated on an individual basis.



## HOLLYBUSH ANTI BULLYING POLICY

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2018 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”

### 1. Aims

To prevent and resolve problems with bullying behaviour in line with the school’s commitment to sustaining a community where everyone feels valued and safe.

This policy aims to:

- Ensure that all pupils, parents, teaching and non-teaching staff and governors recognise what bullying is, and what to do if it occurs
- Ensure that whenever someone is aware that bullying behaviour is happening, someone is told about it or something is done
- Provide an outline for staff, parents and governors of our strategy and what we will do to prevent and tackle all forms of bullying.
- Provide a consistent approach to prevention and tackling of bullying behaviour in school

### 2. Bullying Definition:

The 2017 DfE guidance on preventing and tackling bullying defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. See anti bullying statement.

The STOP definition is used with Hollybush children and families to provide a clear rationale for responding to bullying behaviour: Unkind behaviour repeated **Several Times On Purpose (S.T.O.P)**

### 3. Links with other policies

- Behaviour and discipline policy
- Complaints policy
- Child protection policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing
- Mobile phone and social media policies
- Searching, screening and confiscation policy
- The schools statement of values and beliefs.

#### **4. Roles and responsibilities**

It is the responsibility of the governing body and the Headteacher to review this policy annually and to ensure that all members of the school community work within a safe and enabling environment.

All teaching and non-teaching staff in school are aware of their responsibility to create safe, enabling environments and to address, record and report any concerns about bullying behaviour. Incidents recorded on CPoms send an automatic alert to Learning Mentors and Senior Leaders

The Learning Mentors are trained Designated Safeguarding Leads and are the first point of contact outside the classroom for dealing with concerns about bullying: Sarah Posnett, Hazel Robinson and Judith Owen

The Senior Leadership Team liaise with Learning Mentors to monitor and provide additional support as necessary.

- Rick Turney – Assistant Head/Pastoral and Behaviour Lead
- Emma Haddon – Deputy Headteacher
- Briony Robertson – Headteacher

#### **5. Prevention**

Through assemblies and PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as it consider incidents we would not describe as bullying, such as friends falling out, or a one-off argument. Pupils are encouraged to develop respect, compassion and kindness towards themselves and others. We are committed to reinforcing the following messages in PSHEE, assemblies and the wider curriculum:

- If someone is being bullied or is in distress, take action.
- Watching and doing nothing suggests support for the bullying behaviour.
- Pupils should inform an adult immediately if they do not wish to get involved at the scene of the problem

To counter cyber bullying, pupils must be made aware:

- They must never share their passwords with anyone.
- They must not send pictures of others electronically.
- They must not share personal information online.
- Age restrictions apply for use of use of social media platforms,

The school will

- Raise awareness by involving pupils in anti-bullying campaigns in school (such as national anti-bullying day) and embedding anti bullying messages through the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Canvas pupils regularly to make sure they:
  - know how to express worries and anxieties about bullying.
  - understand the school's approach and are clear about the part they play in preventing bullying.

## 6. Responding allegations

If an allegation is raised by a pupil:

The member of staff will

- Make sure the pupil is not at risk of harm and ensure they feel safe.
- Offer an immediate opportunity to discuss the concerns.
- Listen carefully and record all incidents.
- Assess the level of anxiety.
- Question but not ask leading questions.

If the level of anxiety is low, the member of staff should bring the pupils together for a restorative conversation. The perpetrator(s) should fully understand the consequences of their actions and apologise without reservation. Both parties will be clear that a repeat of these behaviours will not be acceptable. A record will be made on CPoms.

If the level of anxiety is significant a Learning Mentor or member of SLT will be designated to establish the facts and to build an accurate picture of events over time. This will involve speaking to the alleged perpetrator(s), victim(s) and any adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. A record will be made on CPoms.

If an allegation is made by a parent then the member of staff should make it clear that the best way for the matter to be resolved is for staff to speak with the pupil in question and establish the level of anxiety as above.

If the allegation of bullying is upheld:

- A Learning Mentor or Senior Leader will lead a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions and apologise without reservation. Both parties will be clear that a repeat of these behaviours will not be acceptable.
- Parents of both parties will be informed.
- Pupils who have been bullied will be supported by reassurance and continuous pastoral support from classroom staff and Learning Mentors to restore any loss of self-esteem or confidence.
- In line with KSiE 2018 any peer-on-peer abuse will be treated as a safeguarding matter and passed immediately to a Designated Safeguarding Lead (see Child Protection Policy).

### **Pupils who have perpetrated bullying will be supported by:**

- Discussing what happened, establishing the concern and the need to change.

- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.

If online, requesting that content be removed and reporting accounts/content to service provider.

**If the bullying behaviours continue:**

- There will be an escalation of support and sanctions. This could include periods time off the playground; supervised play within restricted or designated areas of the playground; intervention through outside agencies; further monitoring, and moving through the graduated response pyramid to red behaviour sanctions (See behaviour policy).
- The lead learning mentor or member of SLT will meet with the parent(s) of the child/ren involved in the bullying behaviour and agree expectations and a plan to be shared with all pupils involved.
- Where necessary, there may be work with the wider community and local/national organisations to provide further or specialist advice and guidance. This may include referrals to Early Help, Cluster Services, Specialist Children’s Services or involvement from the Police.
- Close and ongoing monitoring and review will continue until there is sustained evidence, over time, the bullying behaviour has stopped.

**7. Monitoring and record keeping:**

- All allegations and concerns about bullying behaviour will be recorded on CPoms by a member of staff.
- Verbal messages may be passed to SLT or Learning Mentors for actions during the day and notes completed on CPoms within 24 hours.
- All staff will make accurate records of interviews and record the process followed in each case to be recorded on CPoms.
- If weekly monitoring and review sheets (appendix 3) are used, these will be uploaded to CPoms to maintain a record over time.
- At the end of a successful monitoring period a date will be set for the lead learning mentor/SLT to revisit and review the case to ensure there has not been a return to bullying behaviours.
- The effectiveness of this policy is monitored on a day-to-day basis by the Headteacher and senior leaders who reports to governors through the Headteacher’s termly report.
- Governors review the effectiveness of the policy annually by examination of anonymised records, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

**8. Involvement and liaison with parents and carers:**

- Active partnership with parents and carers can be key in improving outcomes at school. We ask that parents support the school’s anti-bullying policy and actively encourage their child to be a positive member of the school.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher immediately.

The school will:

- Ensure key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Encourage parents to work with the school to role model positive behaviour for pupils, both on and offline.
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.
- Help and advice for parents can be found at [www.antibullying-alliance.org.uk](http://www.antibullying-alliance.org.uk)

## **Appendix 1 Advice to all (staff, parents and pupils) on signs of bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, becoming withdrawn or unusually quiet, choosing the company of adults.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, Unwillingness to return to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy, failure to produce work, or producing unusually poor standard of work.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Even if you are unsure, it is better to raise the issue with a responsible adult. We encourage parents to contact Hollybush when they have concerns.

Appendix 3 Ongoing monitoring form



Hollybush Primary School

To be completed with an adult at the start/end of each session.

RESPECT ASPIRE NURTURE: Feeling safe, feeling happy, enjoying learning, enjoying playtimes.						
	First lesson	Morning break	Second lesson	End of Lunchtime	End of afternoon	Notes
Monday	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Tuesday	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Wednesday	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Thursday	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Friday	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	
End of week review notes including any follow up actions for next week:						
Signed (child and lead learning mentor/SLT): _____						

Scan to CPOMS and copy home to parents/carers at the end of each week.