



## Anti-bullying Policy 2022

This policy is based on DfE guidance “Behaviour in Schools: Advice for Headteachers and School Staff” September 2022, “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2022 and “Cyberbullying: Advice for Headteachers and School Staff” 2014.

**To be read in conjunction with the Relational Behaviour Policy and Child Protection and Safeguarding Policy**

### Aims and objectives of the school Anti-bullying policy

- This policy outlines what Highweek Primary School will do to prevent and tackle all forms of bullying.
- Highweek Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

The school will work towards these aims in partnership with the parents. The aim of the anti-bullying policy is to clarify the system of dealing with a bullying incident and outline the content and manner in which anti-bullying education will be delivered in this school.

### Moral and values framework

#### **Principles and Values**

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.** The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. The school believes that all staff and pupils have the right to feel safe and secure in the school environment. The school encourages the following values:

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, school and wider community links to legislation

## **LEGISLATION**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law.

These may include (but are not limited to):

The Education and Inspection Act 2006, 2011

The Equality Act 2010

The Children Act 1989

Protection from Harassment Act 1997

The Malicious Communications Act 1988

Public Order Act 1986

## **Responsibilities**

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that all behaviour measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

## **What Is Bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence or use or possession of weapons
- Racial taunts, graffiti or gestures
- Sexual or unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Direct or indirect verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying including all areas of internet including social media and misuse of associated technology i.e. camera & video facilities and tablets

Bullying can take place in the classroom or anywhere on school site, during both structured and unstructured times, on the journey to and from school, on trips, on the internet and on social media. It can take place during the school day and outside of school.

### **Cyber bullying:**

When responding to cyberbullying concerns, the school will:

- Ensure the curriculum educates children about the impact of internet and social media use in line with PSHE and E-Safety guidance.
- Record E-Safety incidents on CPOMS following usual safeguarding protocol.
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Seek advice and support from external agencies as appropriate.
- Log with the local authority.

Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems
- identifying and interviewing possible witnesses
- Contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

Ensure that actions and support are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

- Liaise with parents of all parties involved.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

### **What is not bullying?**

Particularly young children need to be made aware that someone who accidentally bumps into them or who pulls a funny face to cheer them up, or doesn't want to play their game because they are already enjoying a different game is not bullying them.

## **Equal Opportunities**

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

If children are to achieve their best and feel safe, bullying needs to be taken seriously by all members of the school community.

At Highweek, we will help children to understand that bullying is unacceptable and to give them strategies for if it should occur.

At Highweek we aim to create an atmosphere where children show respect and take responsibility.

We will do this by providing a clear PSHE programme which will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships enabling pupils to deal with conflict and feelings e.g. anger
- encourage the exploration and clarification of values and attitudes, rights and responsibilities
- foster self-esteem, positive self-image and confidence

## **Anti - Bullying Ambassadors**

A group of ten KS2 Children have been appointed and trained to become Anti Bullying Ambassadors. They have been empowered to lead on Anti Bullying. They have the skills, confidence and support to run Anti-bullying activities in our school and community. The Anti-Bullying Ambassadors lead assemblies, set up competitions to raise the awareness of Anti bullying as well as being a constant face on the playground for children to talk to if in need. The Anti-Bullying Ambassador are recognizable by their fluorescent jacket.

## **Identifying the problem**

- The school will promote an atmosphere where children know that they will be listened to if they have a problem.
- Accusations about bullying will be taken seriously.
- While observers may not feel that an incident was particularly serious, if the child feels that they are being bullied then it is important and will be investigated.
- In the course of their work, teaching and non-teaching staff routinely observe children at work and play and should be aware that some behaviours may be a sign that bullying is occurring or is feared.
- Signs of bullying might include
  - Unwillingness to come to school
  - Withdrawn isolated behaviour
  - Complaining about missing possessions
  - Refusal to talk about the problem
  - Being easily distressed

➤ Sudden changes in behaviour

Where one or more of these signs are evident, investigation will be undertaken, checking observations of other staff and observing the children carefully at work and play.

(N.B. some of these signs can also be indications of other forms of abuse)

### **Creating a supportive climate**

- As a school, we follow and promote a relational behaviour policy which is regularly revisited amongst staff
- Anti-Bullying Ambassador are trained and on hand for children to confide and seek support.
- At Highweek, we frequently remind the children that bullying will not be tolerated and that all incidents will be taken seriously.
- Children are involved in weekly PSHE lessons in line with the curriculum and assemblies during which the topic of bullying is addressed and the no tolerance attitude to bullying is widely shared
- Golden rules are embedded throughout the school and revisited in class assemblies, whole school assemblies and at the point of incidents
- Bullying can have a lasting impact on a child's well-being and self-esteem. As a school, we will support children involved.
- We also encourage children to support their friends and each other when in trouble; this often results in children, not directly involved, telling staff when they witness bullying behaviour. This is to be actively encouraged as a way of caring for each other.

### **When bullying happens**

- Investigations of bullying incidents will involve the person being bullied and the bully being spoken to separately.
- Adults who may have been in a position to notice something will be asked about what they might have seen and if necessary other children may also be questioned to gain a fuller view.
- Incidents of bullying occurring during class time or at break will initially be reported to the teacher on duty then class teacher who will pass them onto the head teacher if they seem sufficiently serious.
- Incidents occurring at lunchtime will be referred to the head teacher (or senior Leader on duty) if they need to be dealt with immediately. They may be referred to the class teacher if it is considered an incident best dealt with at the start of the lesson.
- A victim could be referred to an Anti-bullying Ambassador who is equip with the skills to advise and comfort
- The child will be supported to take responsibility for their actions and repair (as per our relational behaviour policy).

### **Involving parents / understanding each other**

- Accusations of bullying will be taken seriously and that the school will follow the anti-bullying policy.
- Disclosures of bullying can happen at any time. All disclosures will be thoroughly investigated in a timely manner.
- We understand the importance of allowing all parties to express their views.
- It is for staff and the head teacher to decide the most appropriate way to support the involved parties.

### **Equality Statement**

This policy is compliant with the Equality and Cohesion Policy. This Policy is based on best practice to ensure a consistent and effective approach. The Governing Board and the Head Teacher (Chair of Governors) have a particular responsibility to ensure that the processes are managed fairly, equitably, objectively and must not discriminate either directly or indirectly on the grounds of a person's race, sex, gender reassignment, sexual orientation, marriage or civil partnership, disability, age, pregnancy and maternity or religion or belief.

Signed:.....Chair of Committee

Date of review and adoption by Governing Board:

Date for next review: September 2023