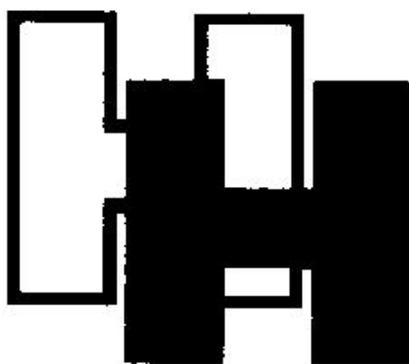


Holland Haven Primary School



Anti-bullying Policy

Ratified by the Governing body	Dec 2016
Review Date	Dec 2018

SIGNATURES

Pupils (via the School Council)

Staff Coordinator of Anti-bullying D Blundell (Learning Mentor).....

Governor with Responsibility for Anti-bullying J Sharman.....

HeadteacherS Bardetti.....

Objectives of this Policy

Holland Haven Primary School Anti-Bullying Policy outlines what **Holland Haven Primary School** will do to prevent and tackle bullying.

1) **What is bullying?** At Holland Haven Primary School bullying is defined as:

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

Bullying includes: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

2) **What are the types of bullying?**

Bullying can happen to anyone. This policy covers all types of bullying including:

- ❖ Bullying related to race, religion or culture
- ❖ Bullying related to special educational needs
- ❖ Bullying related to appearance or health conditions
- ❖ Bullying related to sexual orientation/ homophobic bullying
- ❖ Bullying of young carers or looked after children or otherwise related to home circumstances
- ❖ Sexist or sexual bullying
- ❖ Homophobic bullying
- ❖ Cyber bullying

3) **What are the signs and symptoms of bullying?**

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- ❖ Is frightened of walking to or from school or changes route
- ❖ 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)
- ❖ Becomes withdrawn, anxious or lacking in confidence
- ❖ Becomes aggressive, abusive, disruptive or unreasonable
- ❖ Starts stammering
- ❖ Threatens or attempts to run away
- ❖ Cries themselves to sleep at night or has nightmares
- ❖ Feels ill in the morning
- ❖ Performance in school work begins to drop
- ❖ Comes home with clothes torn, property damaged or 'missing'
- ❖ Has unexplained cuts or bruises
- ❖ Bullying others
- ❖ Changes in eating habits

- ❖ Is frightened to say what is wrong
- ❖ Afraid to use the internet or mobile phone
- ❖ Nervous or jumpy when a cyber-message is received
- ❖ Gives improbable excuses for their behaviour.

4) Why are we against bullying?

- Everyone has the right to feel welcome, safe, secure and happy.
- We should treat everyone with consideration and respect at all times.

Bullying of any kind is unacceptable at our school.

5) How can we preventing bullying?

We will:

Promote the Code of Conduct and Core Values -

- ❖ Use positive behaviour management strategies.
- ❖ Model the appropriate code-of conduct to pupils including self-regulation and solution-focused thinking.
- ❖ Promote Friendship and Problem-solving routines for pupils.
- ❖ Be a 'telling school' where bystanders and victims report it to an adult.
- ❖ Inform the parents/carers of the bully of what has been happening.
- ❖ Make the consequences for bullying known to all the children.
- ❖ Through assemblies, workshops, roadshows and PSHE lessons.
- ❖ Display and promotion of STOP posters and strategies:
 - STOP **S**everal **T**imes **O**n **P**urpose **S**tart **T**elling **O**ther **P**eople (See Appendix)
- ❖ Embed effective Anti-bullying Policy and practice.
- ❖ Any incidents treated seriously and dealt with immediately including racist incidents logged separately (also see school behaviour policy for tracking and supporting behaviour).
- ❖ Name calling list (KS2) to monitor incidents.
- ❖ 'Google for education' gmail accounts for all pupils that are filtered for inappropriate language (emails are then sent to HT, DH and ICT Lead and issues addressed; where necessary, accounts are barred).
- ❖ Guidance to parents on e-safety.

Involvement of pupils –

- ❖ Anti-bullying is a regular focus for Class and School Council meetings and PSCHE lessons/talks.
- ❖ The school has a Health and Wellbeing group which includes school council representatives.
- ❖ Regular pupil-perception interviews and questionnaires are conducted which include questions about wellbeing.

See the Behaviour Policy for cross-phase pupil support (Beach Hut houses) and the development of emotional intelligence and self-regulation through worry boxes or toys and 'zones of regulation' prompts.

6) What should pupils do if they think they are being bullied?

- ❖ Pupils should be encouraged to understand what bullying is in order to identify it.
- ❖ Pupils should be taught to always report bullying; as a bystander or a victim.
- ❖ Pupils may confide in a peer in which case the peer can involve an adult or their family.
(It may be that it is not necessary for a child to report it as staff or family have become aware through changes in behaviour for example, and have acted immediately).

7) Reporting and Recording Incidents of Bullying

Vulnerable pupils and cause for concern cases are monitored by the Learning Mentor and SLT.

- ❖ Incidents of bullying are referred to the Headteacher to investigate further.
- ❖ The Headteacher and Learning Mentor will liaise with parents of all children involved, if necessary.
- ❖ A record of incidents is kept in the Head teacher's office in an Anti-bullying file.
- ❖ Incidents are reported to governors termly through the Head teacher's Report to governors.

8) What do we do to respond to bullying?

The 'Peer-Support Approach'

The school follows the 'Peer Support Approach'. Should staff be alerted to any bullying incidents that meet the definition above they should use the following 7 step approach.

1. The teacher/Learning Mentor interviews the pupil who has been bullied.
2. The teacher /Learning Mentor convenes a meeting with the people involved including those that have colluded.
3. The teacher/Learning Mentor explains the problem without blame but makes it clear the bullying must stop and that it is very serious.
4. The group are asked for their ideas on how to stop the bullying.
5. The teacher/Learning Mentor makes a record of the ideas.
6. The teacher /Learning Mentor makes it clear that she/he will monitor the group to see how the ideas work.
7. The teacher/Learning Mentor meets with the group, after a few days, to review the progress made.

Parents/Carers need to be aware that this is school policy and the school will be using it in the first instant to tackle any reported bullying.

We support the pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them – pupils should be encouraged to use a range of media to help them define for themselves what bullying is.

The school provides a peer-mentor for pupils to help them make friends and know what to do if they feel bullied.

Consequences / Sanctions

The school operates a sanction system for inappropriate behaviour that is run on a weekly basis.

1st Step – Child's name is removed from class star/sun onto the thought bubble (child can be returned to the star if behaviour changes)

2nd Step - Child's name added to the minutes off Golden Time chart and they lose one minute off Golden Time.

3rd Step -

1. The first time a child loses 5 minutes or more he/she loses a playtime and receives a 'note-home' informing parents of the lost minutes and additional consequence given.
2. The second time he/she loses more than 5 minutes he/she loses a lunch-time, sees the Head Teacher and receives a 'note-home' informing parents of the lost minutes and additional consequences given.
3. The third time he/she loses more than 5 minutes of Golden Time he/she loses a lunch-time and the Head-teacher speak directly to his/her parents.

Please note: If the consequences above are needed consecutively for the same pupil more than two times in a term the pupil may need to be given an **individualised behaviour plan**. (See behaviour policy for further details).

9) What happens if bullying continues?

Persistent Problems

In exceptional circumstances, i.e. extremely violent behaviour, racist comments and stealing, the above procedures will be bypassed and matters referred straight to the SLT and parents informed. Ultimately the Head teacher and governors would consider a period of fixed or permanent exclusion if it is appropriate to a specific incident.

For more serious misbehaviour the school follows guidance outlined in the following publications:

Statutory Guidance can also be found in; *A Guide to the Law for School Governors, Chapter 12; Social Inclusion: DfE Exclusion from Maintained Schools, academies and pupil referral units in England.*

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – **advice and stories from children who have survived bullying**

08000 1111

Bullying on line

www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk
08088002222

Parents Against Bullying
01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.
www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents