

Learning together to be  
the best we can be

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# Anti-Bullying Policy

## Safeguarding Statement

**Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:**

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

Last reviewed Sept 2016

## Rationale

We are recognised as an Anti-Bullying school having received our accreditation in 2013. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We have developed an Anti-bullying Policy to help us achieve what we believe to be important. (This policy should be applied together with the Behaviour Policy). We adopt an approach in line with Safeguarding messages and adapt an approach that „it can happen here“ and to „think the unthinkable“ (KCSE 2016)

## Definition of 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 be:

- **Emotional** being unfriendly, excluding, tormenting (eg: 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 & internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, ie: camera and video facilities.

Staff are also made aware that bullying can be a safeguarding issues and can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting ) Para 42 – Keeping children safe in Education. At Horton Grange peer on peer abuse will never be tolerated or passed off as “banter” or “part of growing up”. Victims of such abuse will be supported through the school „Thrive“ approach and school will engage with other agencies. For further detail see Safeguarding documentation.

## Aims:

We aim to produce a safe and secure environment where all can learn without anxiety.

- Achieve a whole school approach to deal with bullying
- Raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/carers
- Enable pupils to articulate their fears and concerns and be confident that they will receive a sympathetic and supportive response from teachers and other adults within the school community
- Create a school ethos which encourages pupils to disclose and discuss incidents of bullying behaviour
- Apply strategies which are preventative in orientation, intended to minimise the likelihood of incidents of bullying behaviour taking place

- Implement a programme of support for those who are victims of bullying behaviour and for those involved in bullying behaviour
- Use procedures for recording and reporting incidents of bullying behaviour
- Use procedures for investigating and dealing with incidents of bullying behaviour
- Promote and praise caring behaviour in and around school
- Develop social and emotional skills through „The Place“ and embedding the „Thrive‘ approach.

### **Guidelines**

- Anti-Bullying is promoted in many ways throughout school, including PHSE, Citizenship, School Council, Assemblies, Anti-Bullying Week, Equalities Week and through regular E-Safety campaigns, Thrive provision
- Parents are welcomed into school to observe/participate in Anti-Bullying Week events and Equalities Week workshops.

### **What is Bullying?**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. Bullying can take many forms and may include:

- Conscious desire to hurt, threaten or frighten someone
- Aggressive behaviour towards another person which causes pain
- Actions which deliberately make someone feel isolated and lonely
- Making someone feel different from the others
- Using words deliberately to cause hurt eg: name calling, taunting, mocking etc
- Preventing someone from being with their friends
- Taking possessions and refusing to return them
- Spreading hurtful and untruthful rumours

All the actions perceived to be bullying are committed deliberately and often over a period of time. The victims of bullying are often too afraid to tell anyone.

Bullying can be racist, sexual or related to a disability.

#### **Racist bullying**

A child/person may be targeted for representing a group. Incidents can include:

- Verbal abuse ie: name calling, racist jokes etc
- Physical aggression or threats
- Wearing offensive badges
- Racist inciting of others

#### **Sexual bullying**

This can be characterised by:

- Abusive name calling
- Looks and comments about appearance
- Inappropriate and uninvited touching

There also needs to be an awareness of occurrences of Homophobic bullying including name calling and verbal incidents.

### Disabilities

Children/people with special needs or disabilities are often at a great risk of being bullied both directly and indirectly. The bullying is usually about their specific difficulties or their appearance.

The rapid development of and widespread access to, technology has provided an increase the medium for „virtual bullying“/

### Cyber-Bullying

Cyber bullying is also referred to as „virtual bullying“ and can occur in or outside of school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potential bigger audience as material can be forwarded at the click of a button. It may take the form of serious emotional abuse and should be considered a Safeguarding concern and Safeguarding systems and procedures must be followed. It may also take the form of „sexting“. (*Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’*). Pressuring someone into sending a nude pic, whatever their age, gender or sexual preference and is a form of bullying and will always be considered a Safeguarding matter. (ref KCSE 2016 / E-Safety and Safeguarding policy).

### Signs and Symptoms

A child may indicate by signs or 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)
- Has unexplained cuts or bruises
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts to run away
- 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“
- 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

Those who are bullied are often reluctant to say what is wrong or to seek help.

### **Strategies for dealing with incidents:**

- **Classroom Teachers:** where a classroom teacher becomes aware of bullying behaviour he/she will deal with it according to the procedures set out below. Inform the headteacher and make a note of it in the School Anti-Bullying Log
- **Classroom Assistants:** if they become aware of bullying behaviour will inform the class teacher, who will deal with it according to the procedures set out below, inform the headteacher and make a note of it
- **Supervisory Assistants:** if they are made aware of bullying behaviour they should report the matter immediately to the senior line manager, and the class teacher, who will make a note of it and in turn inform the headteacher
- **Other Adult Staff:** if they become aware of bullying behaviour should inform the class teacher or headteacher as they feel appropriate
- **Parents:** Where bullying behaviour is reported by a parent/carer, the matter will be investigated promptly and thoroughly and a response made within seven working days. Where the complaint is made in writing the response will also be in writing.

### **Procedures:**

- Apparent/alleged bullying incidents will be reported to staff and the headteacher
- In cases of serious bullying, the incidents will be recorded in an Anti-Bullying Log
- In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem
- All bullying behaviour will be dealt with in accordance with the Behaviour Policy
- Where identified, the person being bullied and the person exhibiting bullying behaviour will be provided with support and where necessary, outside agencies will be involved.

### **Outcomes:**

- If possible, the pupils will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- The bully (bullies) will be confronted
- The bully will be sent to a senior member of staff
- The bully will be asked to explain their behaviour
- The parents will be asked to meet with the headteacher to discuss the course of action
- In serious or repeated cases, suspension or exclusion will result
- Supportive work will be given to individuals (bullies and victims) involved, to help them understand the consequences of their actions, how to deal with their emotions and clarify expectations using „Thrive“ approaches. This will be arranged in the first instance with the behaviour lead professional. If unsuccessful, children may be referred to outside agencies.

## **Responsibilities:**

### **The entitlements and responsibilities of teachers, pupils and parents:**

#### **Entitlement of all staff within a whole school Anti-Bullying policy:**

- To teach without harassment or unwarranted disruption
- To expect co-operation
- To be consulted, be informed and be treated courteously
- To have agreed rules and regulations obeyed by pupils

#### **Responsibilities of teachers within a whole school anti-bullying policy:**

- Teachers should act as role models for pupils. They have the potential to influence pupils behaviour in a positive direction by promoting relationships which are characterised by respect, tolerance and a spirit of friendship and co-operation – among and between pupils and staff
- Teachers should be aware of signs of distress or suspected incidents of bullying – both within the classroom/teaching area and while on supervision duty around the school
- Arriving punctually can reduce the possibility of bullying behaviour and it is required that all staff do so
- In dealing with a particular incident of bullying, teachers should take steps to help the victim and to remove sources of distress without placing the victim at further risk
- Teachers should, at the earliest opportunity, report suspects or actual incidents of bullying to the appropriate member of staff who will initiate necessary follow-up action.

#### **Entitlement of pupils within a whole school anti-bullying policy:**

- A communication right; the right to express oneself, share ideas, ask questions and be listened to
- A treatment right; the right to respect from others, to be treated fairly and equally
- A safety right; the right to be free from intimidation in school and classroom, to be safe and secure and to have property protected
- A problem solving right: the right to expect rational settlement of problems and to be able to be able to tell their sides of the story in a dispute
- A learning right; the right to learn, without interference, to the level of their own ability in a secure working environment

#### **Responsibilities of pupils within a whole school anti-bullying policy:**

- Pupils should be aware of the serious effect which bullying can have on a victim and should refuse to become involved in any bullying situation
- If a pupil is present when bullying of another pupil occurs he should report the incident to any member of the teaching staff
- A pupil who is being bullied should either (a) report the matter to any member of the teaching staff; (b) report the matter to his/her parent/carers, who should then contact a member of the teaching staff.

### **Responsibilities of parents/carers within a whole school anti-bullying policy:**

- Parents/Carers should watch for common signs of bullying in their child, losing interest in school and becoming unwilling to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothing, bruising, changing usual route to school, unexplained secretiveness, sullenness or unusual outbursts of temper.
- Parents/Carers should take an interest in their child's social life and should know his/her company
- Parents/Carers should strongly advise their child **not to retaliate** but to report any incident of bullying to either a member of the teaching staff or to their Parents/Carers **as a matter of urgency**
- Parents/Carers should inform the school of any cases of suspected bullying of which they become aware, **even if their own child is not directly involved**
- Parents/Carers should be willing to co-operate with the school authorities if their child is involved in any incident of bullying – either as a victim or alleged bully.

### **Prevention:**

In order to prevent incidents of bullying, we will:

- Introduce a whole school approach to Anti-Bullying –STOP!
- Compile and apply appropriate classroom rules
- Discuss issues at School Council meetings
- Use PSHE to teach positive behaviour
- Provide anonymous worry boxes in classrooms.
- Take part in the national „Anti-Bullying Awareness Week
- Deliver and annual Equalities Week
- Raise awareness about Cyber- bullying and teach how to keep safe online

### **Monitoring:**

The headteacher will monitor and review the policy to ensure that incidents and systems to reduce bullying are effective. The policy will be reviewed alongside the Behaviour Policy and E-Safety Policy. An annual incident return will be sent to the LA and reported to the governing body.

Incidents of bullying will be logged on the Anti-Bullying log. Where needed work will take place for the victim and perpetrator within our Thrive provision – THE PLACE