

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.

Rationale

We have been recognised as an Anti-Bullying school. 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 2017)

This policy was reviewed and updated using DfE guidance 'Preventing and tackling bullying July 2017'. It also takes account of:

- The Education and Inspections Act 2006
- The Equality Act 2010

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.

Horton Grange Values

The Horton Grange Values system underpins our approach to anti-bullying and embeds key principle across school.

- H** – happy, health and hardworking
- O** – on a journey together to be the best we can be
- R** – respectful, responsible and resilient
- T** – truthful and tolerant
- O** – open minded and outward looking
- N** – new experiences and new horizons

Definition / Categories of Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs, or because a child is adopted or in care. It might be motivated by actual differences or perceived differences.

At Horton Grange we use the acronym **STOP** to help children identify bullying

S – several
T – times
O – on
P - purpose

Bullying can be:

- **Emotional** being unfriendly, excluding or isolating someone, 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.

Cyber-bullying

The rapid development of, and widespread access to technology has provided a new medium for 'virtual bullying', which 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 pictures', 'rude pictures' or 'nude selfies'*). Pressuring someone into sending a nude picture, 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).

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been authorised by the headteacher, that staff member can examine data or files, and delete these where there is a good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a mobile phone. If the device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the Police.

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.

Bullying which occurs outside the school premises

School staff have the power to discipline children for incidents which happen outside school, should the school deem it necessary as documented in Section 90 and 91 of the Education and Inspections Act 2006. Where bullying happens outside school and is

reported to school staff, it should be investigated and acted on in line with this policy. The headteacher should decide whether it is appropriate to notify the Police.

Safeguarding

Staff are also made aware that bullying can be a safeguarding issue and can manifest itself 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.

Dealing with Bullying

Preventative Strategies – promoting Anti-Bullying

At Horton Grange our approach to bullying does not start at the point at which bullying is identified. Instead, we have well established preventative strategies, which might involve talking to children about issues of differences. First and foremost the school values system is used to deliver key messages. Anti-bullying is also promoted through:

- Having a whole school approach to Anti-Bullying – STOP!
- Compile and apply appropriate classroom rules
- Discuss issues at School Council meetings so that pupil voice is key driver
- Use PSHE to teach positive behaviour
- Use P4C to explore tolerance of difference
- Provide anonymous worry boxes in classrooms.
- Take part in the national ‘Anti-Bullying Awareness Week
- Deliver an annual Equalities Week
- Older children act as peer mentors, lunch time play leaders and buddies for younger children
- Raise awareness about cyber-bullying and teach how to keep safe online

Staff have received training on equalities and vulnerable groups. The school also works with the local community Police to ensure a clearly understood approach and the several children work as ‘Mini Police’

The acronym STOP provides a dual message to children and adults at school. It provides support with defining bullying but also in reporting.

S – several
T – times
O – on
P – purpose

S – start
T – telling
O – other
P – people

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 on CPOMS
- **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 class teacher and log it on CPOMS.
- **Supervisory Assistants:** if they are made aware of bullying behaviour they should report the matter immediately to the the class teacher, who will log it on CPOMS and in turn inform the headteacher
- **Other Adult Staff:** if they become aware of bullying behaviour should inform the class teacher or headteacher
- **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 HOS/ headteacher
- The incidents will be recorded on CPOMS and feelings charts put in place

- 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 Promoting Positive Behaviour and Attitudes Policy
- Where identified, the person being bullied (victim) and the person exhibiting bullying behaviour (including the bystander) will be provided with support through Thrive and where necessary, outside agencies will be involved.

Outcomes:

- 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
- 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 line with school policies.
- The parents may be asked to meet with the HOS / headteacher to discuss the course of action
- If possible, the pupils will be reconciled
- In serious or repeated cases, fixed or permanent exclusion will be considered

Intervention – support for the children who are bullied

Horton Grange recognises its responsibility to support children who are bullied. Feelings charts are used to track an incident and provide a way for children to communicate. 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. Where needed, work will take place with the wider class / group through the friends for life programme. This intensive support will be arranged in the first instance with the behaviour lead professional. If unsuccessful, children may be referred to outside agencies for external support.

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 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/she 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/carer, 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.

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 Promoting Positive Behaviour and Attitudes 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 CPOMS.