

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 are committed to providing a caring, friendly and safe environment for all of our pupils where they can learn. Some of the most important lessons we want the children to learn are those linked to our Horton Values, learning to make a positive contribution to society and be a valuable member of a community acting with respect and tolerance. 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. This policy outlines what we do at Horton Grange to prevent and tackle bullying. (This policy should be applied together with the Behaviour Policy.

Aims:

We aim to produce a safe and secure environment where all can learn and thrive.

- Achieve a whole school to tackle and prevent bullying, ensuring it is understood by all stakeholders
- Raise awareness of bullying as a form of unacceptable behaviour
- Enable pupils to articulate their fears and concerns and be confident that they will receive a supportive and consistent 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
- Ensure the Thrive Approach is embedded through school in order to support positive relationships and therefore prevent bullying.
- Provide support for those who are involved in incidents of bullying
- 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 and through the promotion of the Horton Values

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:

- related to race, religion or culture.
- related to SEND (Special Educational Needs or Disability).
- related to appearance or physical/mental health conditions.
- related to sexual orientation (homophobic bullying).
- related to home circumstances or other family members.
- Sexist, sexual and transphobic.
- "cyberbullying" where the negative behaviours are communicated through technology/online

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.

Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those children with special educational needs or disabilities. Other children may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always newcomers.

Signs and Symptoms

A child may indicate by signs or behaviour that they are 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 or no longer wants to walk alone without an adult
- Changes their usual routine
- Is unwilling to go to school (school refuser)
- 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 or pretends they are ill to avoid school
- 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. Any significant changes in behaviour can be a sign that something is wrong.

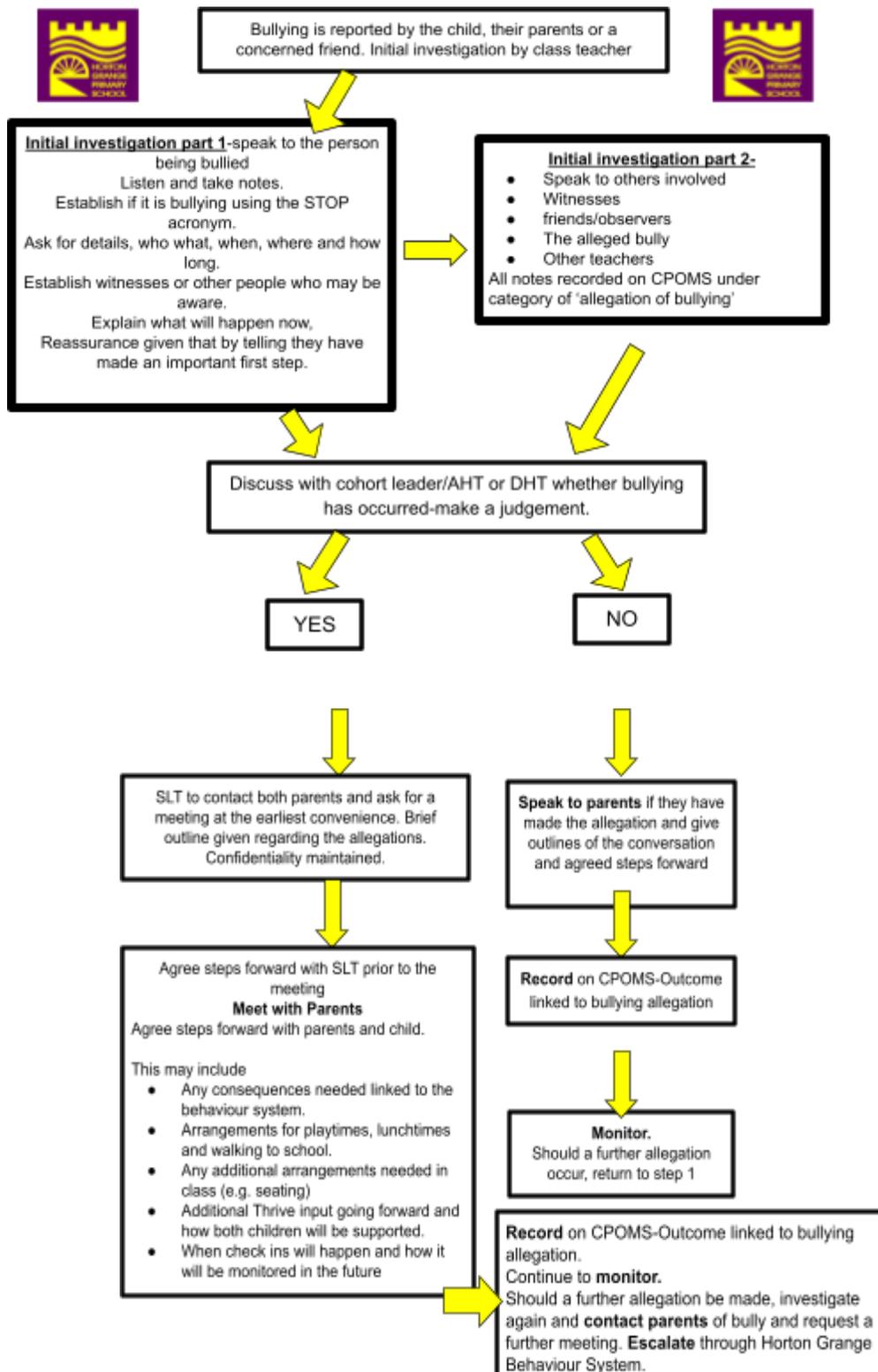
Strategies for dealing with incidents:

- **Classroom Teachers:** in the first instance any bullying allegation is investigated by the class teacher. They will speak to the children and anyone else who may have witnessed interactions. The discussion and the outcome will be recorded on CPOMS. SLT will view this and decide if any further investigation or action is needed.
- **SLT:** following an investigation by the class teacher, should bullying be suspected a member of SLT will oversee and carry out further investigations. They will follow the appropriate steps on the flowchart including contacting parents, meeting with parents (the class teacher will also attend) and oversee support and any consequences. They will liaise with the Thrive provision in The Place if any further, more targeted work needs to take place.
- **Teaching Assistants:** teaching assistants are often well placed to identify issues around bullying as they are frequently out with the children at play times and lunchtimes and spend 1 on 1 time with individuals, building trusting relationships. If a TA should suspect

bullying or have bullying reported to them, they should record it on CPOMS so the class teacher can investigate

- **Other Adult Staff:** if they become aware of bullying behaviour should inform the class teacher or SLT 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 within 48 hours (working week)

Procedures: We use the following flowchart to guide our procedure for investigating bullying



Outcomes

- If possible, the pupils will be reconciled and clear expectations set for the future
- Support will be given in order to make a change to the behaviour choices and show how positive relationships can positively impact. This may be done through PSHCE activities or through Thrive in the Place. Children may also be referred to outside agencies.
- Where there has been intent or there is a lack of remorse, further consequences may be used in line with the behaviour system
- In serious cases, suspension or exclusion will be considered
- There may be changes to walking home arrangement or break/lunchtime arrangements
- 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. This will be arranged in the first instance with the Inclusion Mentor. If unsuccessful,

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, fear or unwarranted disruption
- To be consulted, be informed and be treated courteously
- To have an agreed set of policies, systems and support in place that is understood by all and implemented consistently

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
- Adhere to routines and procedures so that children know they are treated fairly. Be punctual so that opportunities for behaviour incidents, which may build to bullying are reduced
- In dealing with a particular incident of bullying, teachers should follow the flowchart, record conversations on CPOMS and seek further advice if necessary
- Teachers should, at the earliest opportunity, report suspects or actual incidents of bullying (through CPOMS) and this will initiate necessary follow-up action.
- Communicate effectively with parents in relation to any investigation.

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. Everyone should have their chance of being heard
- 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. Children are taught about the role of the bystander
- 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/carer, who should then contact a member of the teaching staff.

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

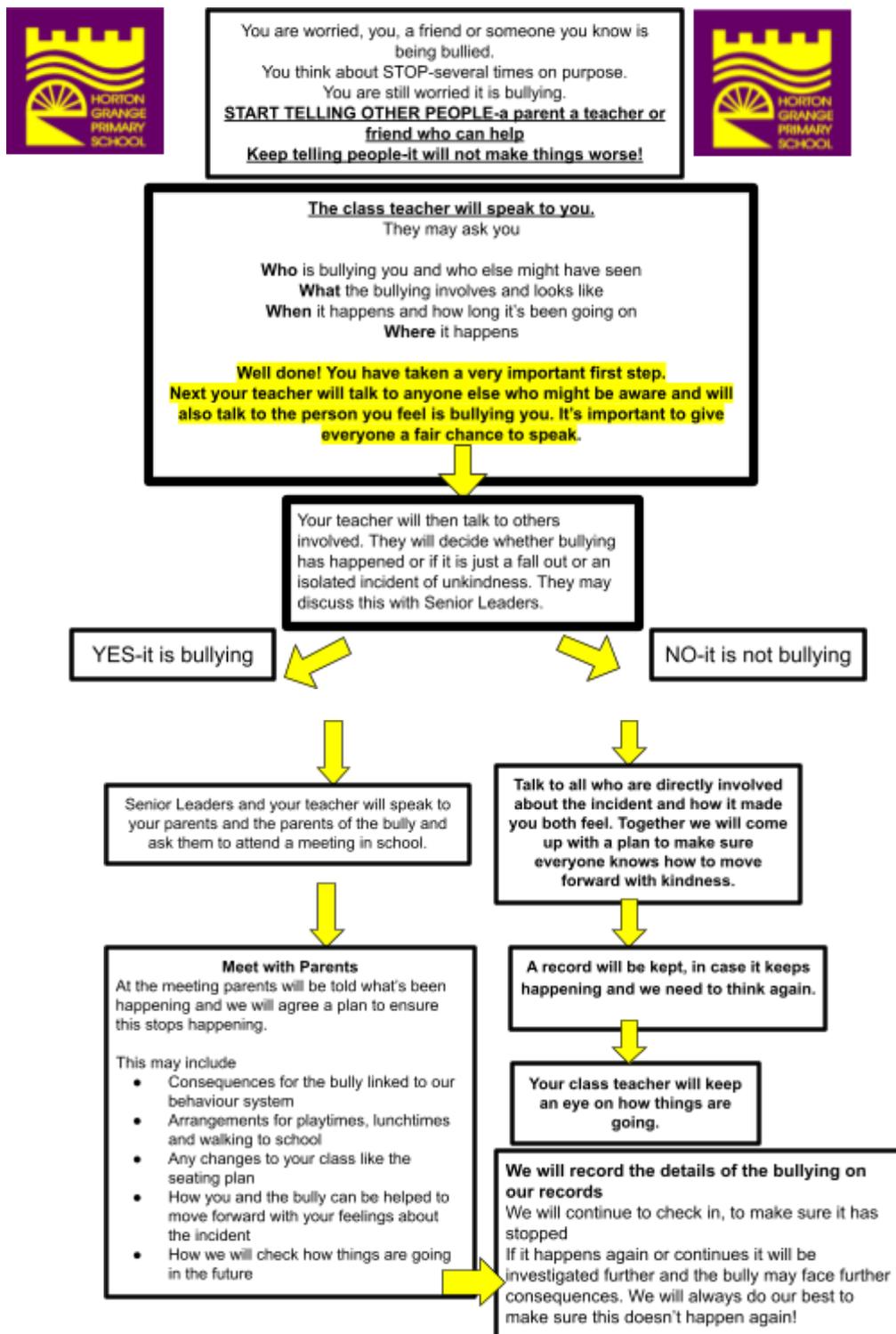
- Parents/Carers should watch for common signs of bullying in their child, losing interest in school and becoming unwilling to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothing, bruising, changing usual route to school, unexplained secretiveness, sullenness 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 if their child is involved in any incident of bullying

Prevention:

In order to prevent incidents of bullying, we will:

- Use a whole school approach to 'Anti-Bullying' **STOP! (Several times on purpose and start telling other people)**
- Ensure the rules and values are clear, taught and re-emphasised regularly
- Discuss issues at School Council meetings, in PSHCE and in assemblies
- Use PSHE to teach positive behaviour
- Provide anonymous worry jars in classrooms (linked to the thrive squad)
- Take part in the national 'Anti-Bullying' Week
- Deliver an annual 'Equalities Week'
- Raise awareness about cyber-bullying and teach how to keep safe online through the computing curriculum and through 'Internet Safety Day'

Children use the following flowchart when reporting incidents to know how it will be dealt with.



Monitoring:

The headteacher and AHT 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 attitudes and behaviour 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, monitored and reported to Governors during full Governors meetings.

Last reviewed: February 2023

To be reviewed February 2024