Policy Documentation

Policy: HPPS Anti-Bullying Policy

Responsibility for review: LGB
Date of last review: 22 March 2022

Introduction

At Headley Park Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that we:
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding

At Headley Park Primary School, safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

The safeguarding team

Members of the safeguarding team are responsible for anti-bullying work. These individuals are key points of contact for pupils, staff or parents who may have a concern about bullying:

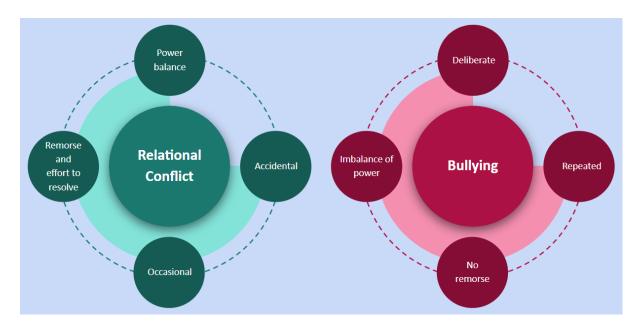| Alex Gingell	Headteacher
Mark Inskip	Assistant Headteacher, DSL
Jessica Lewsley	Assistant Headteacher
Allison Elson	Assistant SENDCo
Stacey Weeden	Governor

Definition of bullying

At Headley Park Primary School we use the Anti-Bullying Alliance definition of bullying, which is:

'Bullying is the **repetitive**, **intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online.'

We refer to this as **STOPP** for short and when discussing bullying with children. STOPP refers to '**s**everal **t**imes **o**n **p**urpose for **p**ower'.

Relational conflict

Not all concerns raised by individuals will be of a bullying nature. Often incidents can be interpreted as bullying where they may instead be examples of relational conflict (see below). However, staff will still investigate any incident or reported concern, follow the anti-bullying policy and school behaviour approach, and will inform parents if necessary.

Types of bullying

Bullying can take many forms, including:

Direct	Indirect
Verbal abuse Name calling (including sexist, disablist, racist or homophobic comments) Physical (pushing, hitting, damaging belongings, unwanted sexual contact)	Excluding Coercion Threatened violence Spreading rumours False friendships

Online bullying or cyberbullying

Online bullying (often referred to as cyberbullying) is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles. We know there is a strong link between online bullying and face to face bullying.

There are some things that make online bullying different to 'traditional' bullying:

- 24-7 nature - the nature of online activity means you can be in contact at any time.
- There is the potential for a wider audience and bullying incidents can stay online, for example: a photo that you can't remove
- Evidence - a lot of online bullying incidents allow those experiencing it to keep evidence - for example, take a screenshot - to show to school staff or police if needed.
- Potential to hide your identity - it is possible to hide your identity online which can make online bullying incidents very scary

- Degree of separation - people who cyberbully often don't see the reaction of those experiencing it so it can sometimes be harder for them to see the impact of their actions

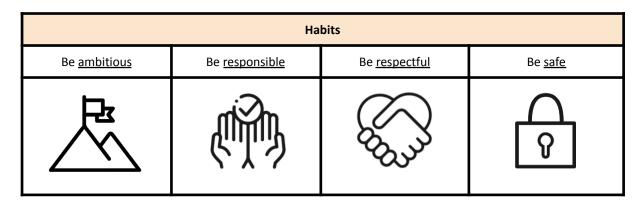*[Above adapted from https://anti-bullyingalliance.org.uk/]*

Prejudice

Bullying can be fuelled by prejudice and we recognise that some groups of pupils may be more vulnerable to bullying than others, including:
- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual

We work to create a culture where prejudice is not accepted through our behaviour and academic curriculum. The literature spine in our reading curriculum supports children in learning about different cultures, backgrounds and people.

Headley Park Habits

Our school 'habits' are regularly taught and discussed in classrooms and assemblies throughout the school. Through demonstrating the habits, and staff reinforcing them, bullying should be significantly reduced. Our habits are:

Habits			
Be <u>ambitious</u>	Be <u>responsible</u>	Be <u>respectful</u>	Be <u>safe</u>

Our behaviour approach includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

Online safety is an important part of the PSHE and computing curriculum, and information for parents is included in newsletters and on the School's website. Online safety workshops are held to raise parents' awareness of cyber-bullying.

Signs of bullying

Staff are vigilant in looking out for signs of bullying and other safeguarding issues, including:

- **Physical**: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional**: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural**: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Break and lunchtime

Not all children enjoy free play during unstructured times of the day. Break and lunchtimes are the times of the day where bullying is most likely to occur. Therefore:

- The library is open at lunchtimes for children to take part in quieter activities or complete arts and crafts.
- There are adult-led games on the playground at break and lunchtimes.
- Children will ask an adult and be given a toilet band when going inside to the toilet.
- Year 6 play leaders are available at lunchtimes to support children to engage in activities.
- We use some external providers (e.g. Robins Foundation) to provide structured coaching for specific pupils every week.
- We have 'buddy benches' where children can go if they are feeling upset or if they would like someone to play with.

Reporting bullying

Pupils are taught to report their concerns if they think that they or someone else is being bullied and there are different ways of reporting concerns:

- In Key Stage 1 and EYFS there are 'worry monsters' in each class.
- In Key Stage 2 there is a locked letterbox outside of the reading room and the small hall where children can report worries/bullying behaviours.
- We have reporting slips available in classes with options of reporting pictorially or written.

Directly reported to any adult or peer

Key stage	Method	Who checks	How often	Who responds
All	Speaking to a trusted adult	NA	As needed	The trusted adult will pass on concerns to class teachers initially or investigate themself

EYFS and KS1	Worry monsters	Staff in classrooms in Key Stage 1	At the end of every day	Inform safeguarding team, tell class teachers who then investigate initially
KS2	Worry boxes (outside library, reading room and small hall)	Nominated member of staff	At the end of every day	Sort and pass to class teachers to investigate initially

Reports from parents

Parents can also report concerns about bullying. Initially parents should contact the class teacher directly via Seesaw or face-to-face in the playground. The steps set out in the 'responding to bullying' section are then followed.

Responding to bullying

A member of classroom staff will check worry monsters and a nominated member of staff will check the worry boxes each day. Concerns will initially be dealt with by the class teacher or appropriate member of staff from the child's class.

If, after initial investigation, the concern is considered to be bullying, the following steps are taken:

1. The class teacher establishes the facts and builds a picture of events over time. This happens **as soon as possible, within 24 hours of being notified of a concern**:
    a. They speak to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate
    b. The adult will remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style
    c. Each pupil must be given an opportunity to talk
    d. Notes should be recorded on CPOMS
2. Class teacher passes information to safeguarding team member
3. Together, staff decide further actions to take (e.g. decision made about whether this is relational conflict or bullying), and inform parents of the incident/s
4. If the allegation of bullying is upheld:
    a. A senior leader should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. **And/Or**
    b. Pupils who are identified as involved in a bullying incident will be monitored and supported by a member of the safeguarding team who will work with them following a programme to help change their behaviour towards their peers.
    c. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
5. If the situation does not improve, the senior leader who led the restorative approach should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which will be shared with the pupils involved.
6. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action

should be taken until the bullying has stopped.

Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Support for pupils
Pupils who have been bullied will be supported by:
- Reassuring the pupil and providing immediate pastoral support
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns (if appropriate)
- Working towards restoring self-esteem and confidence
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have perpetrated bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with school behaviour/discipline policy. This may include:
  - Time outs
  - SLT time outs
  - Internal exclusions
  - Removal from the playground
  - Removal of privileges (e.g. representing sports teams)
- In extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance

There are various strategies that can be applied if more than one pupil is involved in bullying another. Strategies include:
- Role-play and other drama techniques
- Circle Time
- PSHE lessons
- Setting up a buddy system
- Peer mediation
- Engagement of the School Council
- Support from outside agencies (e.g. behaviour support team.)
- The school's assistant SENDCo, class teachers or learning support assistants may be directed to work with an identified group of pupils to ensure preventative programmes are in place

Education and training
The school community will:
- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime

support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem

Involvement of pupils
We will:
- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- Regularly survey pupils' views on the extent and nature of bullying (using an annual anti-bullying survey from the Anti-Bullying Alliance (ABA)
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicise the details of internal support, as well as external helplines and websites
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have

Involvement of parents
We will:
- Take steps to involve parents in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available in a variety of formats, including via the school website
- Ensure all parents know who to contact if they are worried about bullying and where to access independent advice
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline
- Ensure all parents know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

Review
This policy is reviewed once a year by the safeguarding team with input from pupils via the School Council.

Useful links
The following links may provide additional support to children, staff or families.

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Online bullying

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Report Harmful Content: https://reportharmfulcontent.com/

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Internet Safety (UKCIS):

www.gov.uk/government/organisations/ukcouncil-for-internet-safety

DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0- to-25

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
Anti-bullying Alliance: advice for school staff and professionals about developing effective
anti-bullying practice in relation to sexual bullying:
https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual
Childnet Project DeShame (Online Sexual Harassment and Bullying):
www.childnet.com/our-projects/project-deshame