



Hopping Hill Primary School

Antibullying

Person responsible for the policy	<i>Jo Fantarrow</i>
Date approved	<i>January 2024</i>
Approved by	<i>Standards and Wellbeing committee</i>
Review date	<i>January 2026</i>

This policy has been written with due consideration of the seven protected characteristics (Equality Act 2010) of sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. If any of these characteristics were deemed to be at high risk with regard to the content, this will be recognised within the policy

Recognising and Eliminating Bullying

At Hopping Hill Primary School we have a firm commitment to the eradication of bullying in all its forms. We feel strongly that parents of pupils accepting a place at our school should support our ethos, aims and mission statement and follow our school values and behaviour promise.

‘Committed to providing an environment where pupils are happy, hardworking, healthy, love learning and through support and challenge fulfil their true potential.’

Background

The school’s policy towards bullying, previously included within the school’s behaviour policy, was extended and reviewed following Equality Act 2010. This policy aims to protect every member of the school community of Hopping Hill Primary school from bullying.

This policy should be read in conjunction with the following, which support the school’s anti-bullying stance:

- Behaviour policy
- Child Protection and Safeguarding policy
- Home School Agreement
- Equality Duty documentation

Statutory requirements

Article 10 of the UN convention on the Rights of the Child says that the children have the right to be protected from all forms of physical or mental violence.

The school owes a duty of care to protect its pupils from bullying as part of their responsibility to provide a safe and secure environment for them. Section 3 (5) and 87 (1) of the Children Act 1989 confer powers and duties on those who have the care of children to safeguard and promote their welfare.

Head teachers must by law have a policy to prevent all forms of bullying among pupils.

Section 175 of the Education Act 2002 requires Local Authorities and Governing Bodies of maintained schools to make arrangements to ensure that their functions are carried out with the view to safeguarding and promoting the welfare of children.

Schools are under a legal duty to safeguard and promote the welfare of children.

Ethos

We aim to provide a safe, stimulating environment, which encourages and fosters the development of social, intellectual, creative and physical skills and challenges pupils to reach their full potential in all these areas.

We believe that if children are happy and settled at school and the climate is supportive, then they will thrive. Our ethos is inclusive and all children have equality of opportunity to benefit from the wide range of experiences open to them.

We provide opportunities for:

- Pupils' voices to be heard and take a genuine interest in our pupils' ideas and suggestions;
- Pupils of all ages to take responsibilities and contribute to the wider aspects of school and local life through participating in collaborative projects, fundraising, community events and fun activities;
- Parents to make contributions and we encourage and make opportunities for open and supportive communications;
- The involvement of outside services and agencies to enable pupils to talk about issues which concern them;
- Recording, reporting and monitoring serious incidents;
- Consistent practice across the school and an evaluation of our practice on a regular basis, based on the evidence that we gather on the incidents of bullying and the effects that this has on our pupils.

We promote positive behaviour through:

- The promotion of our behavioural expectations and reward systems that recognise all aspects of school life;
- A simple behaviour promise;



- Providing excellent role models as staff, through our behaviour towards each other and all pupils;
- A consistent approach throughout the school including a clear rewards and sanctions system;
- A proactive approach in our Assemblies and PSHE work and an active involvement in related national initiatives such as Anti-bullying week.

- Providing activities for pupils to be purposefully engaged with at break times
- Encouraging the older children in school to take on responsibilities which help support and encourage appropriate social interactions with the younger children.

All adults in school have a responsibility to be vigilant and observe social relationships in all areas of the school. All adults should look out for and report incidents of bullying. All teachers will investigate and deal with incidents that involve pupils in their class, concerns will be shared with the leadership team and incidents reported on school systems.

Teaching and non-teaching staff present at play times ensuring high number of adults to supervise children.

Clear systems are in place for the reporting of behaviour, friendship and potential bullying situations at lunchtime. Senior staff member/ teacher available during lunch times for advice and support if needed by lunch time staff.

Bullying is different from just aggressive behaviour. It is hurtful behaviour which involves systematic abuse of power. We recognise that bullying in school may not be confined to children, as adults can also display bullying behaviour towards each other and children.

The school welcomes visitors and acts to ensure it remains a safe place for staff, pupils and other members of our school community. It is explicit that if visitors threaten or assault anyone in the school or persists in abusive behaviour then they will be removed from the premises and may be prosecuted.

Bullying:

- Is hurtful behaviour directed to another person that occurs **several times on purpose**
- Can be **direct** – physical and/or verbal and may be through the use of technologies –
- Or **indirect**, for example leaving a child out, ostracising from friendship groups or using others as a means of attack or intimidation.

Bullying involves a misbalance of power in a relationship. When individuals with the same power, numbers and strength, fight or argue this is **not** bullying.

Research by Childline, Kidscape and the National Children's Bureau all show that young people subjected to bullying may suffer any or all of the following:

- loss of confidence, anxiety or depression;
- diminished self-esteem/emotional development and negative self-image;
- poor concentration/study skills;
- lower academic attainment;
- truancy, school refusal, school phobia;
- tendencies towards self-harm or suicide;
- physical symptoms, e.g. disrupted sleep, bed wetting, headaches, stomach pains;
- have fewer friends, feel unhappy and lonely.

The research further identifies the negative effects on those perpetrating the bullying to include:

- developing the belief that using aggression or threats is a successful strategy for achieving success in life;
- realising they can get away with cruel behaviour so that school discipline is eroded;
- creating an image of supremacy as leader of a 'dominant group';
- suffering themselves as their behaviour may mask their own problems.

Potential long-term effects may include

- Crime;
- Substance misuse;
- Parenting difficulties;
- Inability to sustain relationships;
- Unemployment;
- Uncontrolled aggressive behaviours into adulthood;
- Domestic violence;
- Psychiatric disorder.

Examples of specific bullying behaviour include hitting, kicking, pushing, poking, tripping, name calling, jokes, jibes and teasing, malicious messaging across media platforms, emailing or use of social networking.

It is specifically recognised that bullying behaviour may be related to one of the following (protected characteristics Equality Act 2010). It is the school's statutory responsibility to ensure equality of provision for all.

- Disability
- Sex
- Gender reassignment
- Pregnancy and Maternity
- Age
- Religion or Belief
- Sexual orientation
- Race

Where does bullying happen?

We recognise that bullying may take place on the way to or from school. Our school is committed to working with parents to tackle such incidents

Bullying behaviour may take place in any or all of the following areas of school:

- playgrounds
- toilets
- school grounds
- corridors
- classrooms

- the dining hall

Prevention (A Whole School Approach)

Our effective systems and practices help prevent incidents of bullying happening at all. This is achieved both through specific curricular approaches aimed at improving relationships and by the way the school day is structured and monitored. Playtimes are well staffed and adults are proactive in encouraging play and inclusion. The adults working in our school community model respectful and courteous behaviour. We require all parents to do the same and this is promoted through our Home/School Agreement.

Curriculum approaches

The curriculum makes a key contribution to preventing undesirable behaviour and bullying through all subjects, especially PSHE and assemblies. We use particular assembly themes to positively reinforce expectations and participate in national initiatives such as Anti-bullying Week.

Extra-curricular / enrichment

Extra-curricular activities such as lunch clubs (e.g. sports groups) and enrichment experiences (such as visits off-site and theatre days) reinforce behavioural expectations and positive relationships.

Management and organisational structures

These all contribute to promoting positive interactions between pupils and reduce opportunities for negative incidents particularly in “out of class” situations.

Strategies that we employ include:

Regular lunchtime supervisors’ discussions

Split playgrounds to accommodate smaller groups.

Providing sufficient break time equipment and activities.

Outdoor zones to provide spaces for both noisy and quiet play

Developing trusting relationships and open communication between pupils and adults

Family Support Worker 1:1 catch ups

Anti-Bullying Strategies

We recognise that victims may often be reluctant to confide in an adult that bullying is occurring. Our practices support openness and consistency and separate behaviour from the person.

Our sanctions make it explicit that bullying behaviour is unacceptable and any reported incidents are treated seriously and warrant a response.

Some strategies may work better in particular schools than others and with particular age groups. Some of the strategies that we employ to encourage reporting include:

Proactive -

- Clear school behaviour promise and values shared and referred to frequently

- Raising awareness through visible displays of posters, e.g. Childline, local youth counselling lines / agencies;
- Operating a praise and rewards system to reinforce good behaviour;
- Emphasising community activities in school
- Active involvement in the National Anti-bullying campaigns

Reactive -

- We have an agreed system where pupils can report incidents of bullying to any member of staff, either in writing or in person.
- We use assemblies, PSHE lessons and class discussions as a forum for open and honest discussions that recognise problems and work towards solutions;
- We provide opportunities for individual discussions between adults and pupils with a Family Support Worker, classroom support staff or the class teacher;

We operate a “Shared Concern” approach where the aim is for the bully or bullies to be made aware of the victim’s distress, to accept responsibility for their actions and to help find solutions. Restorative discussions will take place.

Reporting and responding to bullying:

Through our Assemblies, PSHE work and displays around the school, all pupils are made aware of the actions to take should they either be on the receiving end or witness bullying behaviour. Throughout our work we examine the behaviour of victim and perpetrator and emphasise the importance of bystanders in reporting incidents.

Advice to pupils:

During a bullying incident:

- Try to stay calm and look as confident as you can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult straight away

After being bullied:

- Tell a teacher or other adult in school
- Tell your family
- Talk to a friend if you are scared to tell an adult on your own
- Do not blame yourself – it is not your fault

When talking to an adult say clearly:

- What happened to you
- How often it has happened
- Who was involved
- Where it happened

- Who saw what happened
- What you have done already

Advice to adults:

A copy of the anti-bullying policy is available for parents, staff and other adults who are in school

Teachers/Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do
- Make a note of what the child says
- Explain that the child should report any further incidents to a teacher or other member of staff straight away
- Make an appointment to see the child's teacher or phase leader as soon as possible

Teachers / Parents of a child who is bullying others should:

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Make an appointment to see the child's teacher/ phase leader as soon as possible and explain the problem.
- Discuss how the school and the parents together can stop the bullying
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when are they being kind and considerate to others

We operate an open door policy and parents are encouraged to make an appointment to discuss any concerns as they arise.

Teachers / Adults working in school will respond promptly to complaints or concerns expressed by both pupils and parents.

It is the responsibility of any adult working in the school to notify the class teacher if they have any concerns regarding bullying between pupils and the Head Teacher of bullying behaviour involving adults. This does not deem bullying between children to be less serious than that of or between adults but recognises that bullying of or between adults may involve staff personnel issues.

Responding to Incidents

When incidents of bullying come to light it is important that the member of staff who receives the information:

- Reassures the victim/referrer that they take the bullying seriously.
- Agrees with the victim which adult to talk to if anything else happens.
- Meets with the perpetrator to ascertain both views of the incident. The Head/Deputy/phase leader or another member of staff may be involved here.
- Decides on the most appropriate type of response, dependent on the form and severity of bullying
- Keeps a record of the incident on school reporting systems
- Informally meets with both victim and perpetrator (possibly within a larger group) to support them in the days immediately following the incident
- Makes sure that all staff monitor closely those pupils, places and times where bullying has occurred, update school recording system after check-ins and updates
- Revisit the perpetrator(s) to offer continuing support and guidance.
- Feeds back actions taken and outcomes to parents of both the victim and the perpetrator where appropriate

Monitoring and Evaluation

Hopping Hill uses My Concern for detailing bullying incidents

The Deputy Head teacher will monitor the Incident records to ascertain any patterns to the behaviour. This will inform Assembly content for the coming half term.

Pupil incidents of a serious nature are reported to Governors through the termly Head teachers report.