



Anti-Bullying Policy 2015/2016

Adopted by Hunslet Moor Primary School Governing Body
10th December 2014

Reviewed & Re-adopted by Governors November 2015

Anti-Bullying Policy

Our Mission Statement: *Aiming for Excellence: Unlocking Your Child's Potential*

The Vision

In the light of national and local requirements and changes, the Governing Body's and other stakeholders' vision for our school is:

- To become a high achieving community that will meet the needs of all pupils and their parents; and
- To help pupils, teachers, parents and Governors recognise and achieve their full potential.

This is realised through our school aims:

- To nurture respectful, responsible children who reach their full potential.
- To create an environment where every child is able to achieve, develop their self-confidence and nurture their self-esteem, whatever their starting point.
- To provide stimulating learning opportunities and environments that engages children and promotes passion for learning.
- For children to develop pride in their work and in all that they do.
- To celebrate all success.
- For children to behave in a way that promotes everyone's enjoyment in school.
- To create an environment where children feel safe and secure from bullying, racism and discrimination, and a place where they are assured of strong support from staff should they ever feel threatened.
- To create a place of study that encourages a healthy lifestyle, good behaviour and high expectations, and achievements.
- To embrace, value and celebrate all cultures represented in school.

At Hunslet Moor we aim to provide a happy secure environment in which children thrive and develop intellectually, emotionally, socially and physically, thus making a positive contribution to their community.

“Bullying in any form is always unacceptable.”

This policy is to be operated in conjunction with the Relationship, Behaviour & Discipline Policy.

What is Bullying ?

Staff and governors at Hunslet Moor Primary School accept the definition:

“Bullying is persistent behaviour by an individual or group which knowingly, deliberately and systematically causes /seeks to cause, or encourages others to cause, pain, distress, anxiety or fear to another individual or group whether physically, verbally or emotionally.”

Bullying is defined as:

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

(DfE “Preventing and Tackling Bullying” 2014)

Or

The Anti-Bullying Alliance defines bullying as *“the repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power”.*

There are different ways in which bullying takes place. The bullying in school is usually done directly to the victim.

All bullying is “emotional” and plays on weakness: the imbalance of power. Types of bullying can include:

- Physical – punching, kicking, pinching, theft.
- Verbal – name calling, prejudice comments (for example racist, homophobic/disability), threatening.
- Non-verbal – including, “dirty looks”, graffiti, spreading rumours.
- Emotional – playing on weakness.
- Indirect – spreading nasty rumours, excluding someone repeatedly from social groups.
- Cyberbullying – using electronic devices such as mobile phones, computers, tablets and social media via text messages, emails, chat rooms and websites.

Examples of cyberbullying include:

- Text messages or emails that are derogatory and / or abusive;
- Rumours sent by email or posts on social media sites, such as chatrooms, Facebook, Twitter or SnapChat;
- Publication of embarrassing pictures or video clips on social media;
- Publication of fake profiles on social media sites such as Facebook, Twitter or SnapChat.

At Hunslet Moor we understand that some pupils can be particularly vulnerable to bullying because of “differences”, real or perceived, and the differences that make them vulnerable. This is supported through Pastoral Support as well as the daily interventions happening within school. Real or perceived differences can relate to:

- Appearance
- Ability
- Health
- Family or home circumstances, e.g. looked after children or young carers
- Social class
- Race, religion or culture
- Disability / Special Educational Needs
- Sexual Orientation of either the pupil or members of their family
- Gender

Effects of Bullying

Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour.

Roles and Responsibilities

Pupils/ Parents and all staff at Hunslet Moor take a shared responsibility for promoting good behaviour.

What is my responsibility as a pupil at Hunslet Moor Primary School?

- I will be proud to be a member of our school.
- I will be polite, well behaved and courteous.
- I will follow the Relationship, Behaviour & Discipline policy and take part in making decisions on it.
- I will talk to someone if I feel worried, upset or concerned about anything.
- I understand that if I am involved in bullying or witnessing bullying without reporting the incident, it could lead to serious action.
- I will treat everyone at our school with respect.
- I will take responsibility for my own actions.
- I will commit to developing and following our DREAMS.

What are my responsibilities as a parent?

- I understand all parents, visitors and staff of Hunslet Moor Primary School should feel valued and safe.
- I will support my child to participate in the life of the school and actively encourage my child with their learning.
- I will support my child to the best of my ability to follow and respect the school's Relationship, Behaviour & Discipline policy.
- I will report any of my worries or concerns to the school following the correct channels, e.g. informing the class teacher or a member of SLT, who will then record the concern and agree actions.

What is my role as a member of staff at Hunslet Moor Primary School?

- I will identify strongly with the school and be proud to be a member of staff.
- I will actively establish positive relationships with pupils and parents.
- I will follow and implement the school's Relationship, Behaviour & Discipline Policy.
- I will handle any worries or concerns brought to my attention in a sensitive and caring manner.
- I will be available to children if they need to speak about their worries or concerns.
- I will share any reports of bullying with the appropriate staff.
- I will record incidents in a manner which reinforces the school's Relationship, Behaviour & Discipline and Anti-bullying policies.
- I will respond to worries and concerns so children understand that they are being listened to.
- I will follow up on incidents to show I am committed to supporting the child and, as a school, we are supportive of all children's needs.
- I will encourage and support all children to develop the schools' DREAMS.

What do we do as a school to prevent bullying?

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place.

In school we work hard to prevent bullying taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Daily whole class check-in sessions where children have the chance to discuss how they feel.
- Lessons, as part of our curriculum, discussing bullying – referring to Social and Emotional Aspects of Learning (SEAL).
- School, classroom and playground rules make clear the behaviour we expect, and our use of rewards and sanctions.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Providing staff with anti-bullying training.
- “DREAM” cards shared to catch children who are getting it right.
- Use of behaviour forms to give children the chance to talk through and resolve incidents before they escalate.
- The use of behaviour learning objectives at the start of each lesson to prompt positive behaviour (teaching skills we want to see).
- Adults modelling language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/ or abusive language.
- Drop-ins for vulnerable children from the Pastoral Team to ensure all children feel safe in school.
- Positive Behaviour targeted weeks.
- Lunchtime and after-school clubs.
- Pastoral weekly meetings, analysing and cross-referencing behaviour forms /staff concerns and parent concern forms.
- Leaflet shared with parents regarding steps to take and school policy regarding bullying.
- Staff involved in twice weekly briefing where clear messages can be shared among staff to support any information needed to ensure all children feel safe.
- Parent’s handbook regarding bullying.

What do we do as a school when bullying takes place?

Parents can be assured that the school takes all reports of bullying very seriously. Our priority will be to support those being bullied and to stop the bullying. It is the school’s responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many times has the bullying taken place?
- How long has the bullying been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

Possible actions school may take depending on seriousness of the bullying.

We expect that low level bullying will be dealt with quickly and sensitively by the member of staff immediately involved. The member of staff will talk with all involved to understand what has happened and then with those responsible for the bullying to give the “evidence” of distress/ hurt and to reinforce the view that bullying behaviour is unacceptable. Those responsible will be expected to make a response to the victim in form of an apology and in seeking to improve the relationship. Those being bullied will be told to talk with their parents/ carers and to report immediately if anything happens again.

For more serious bullying, there will be a further investigation by the class teacher or a senior member of staff. All those involved, including the bystanders, will be talked to and their behaviour records checked. Parents will be informed, involved as appropriate and provided with regular feedback. A formal record of the incident will be made. The school will determine the appropriate action to be taken.

Where the bullying is judged to be a high level of severity, it will be immediately reported to the head teacher or a senior member of staff.

Consideration will be made as to any additional support needed to prevent further bullying, including support to develop protective skills for those bullied and help to change the behaviour of those bullying. A decision will be made about referral to and involvement of specialist external support services.

Hunslet Moor Primary School encourages children to speak out to adults regarding bullying as even just being a bystander can affect how people feel and could carry consequences.

Our school policy is to provide the pupils involved with some form of counselling in order to enable the pupils to discuss with one another, strategies for resolving the problem and avoiding conflict.

The school uses the following sanctions for bullying incidents depending on the level of incident once a clear and fair investigation has taken place:

- Loss of privileges within school.
- Expectations that require children to treat others with respect and care.
- Revised or withdrawal from playtimes/ lunchtimes and support by key staff members.
- Excluded from after-school clubs.
- Internal exclusion within school but away from personal class.
- Formal Exclusion from school.
- Involvement from outside agencies, for example PSOs.

All sanctions will be clearly defined and share with staff, pupils and parents involved in the incident. Actions will be followed through and then monitored.

After an incident has occurred:

- Parents will be kept informed by regularly meetings or phone calls by the Headteacher or Deputy Headteacher.
- Preventive work will be carried out within the class setting.

- Restorative conferences will be done within school with the key individual or groups of children.

Monitoring and Evaluation of this Policy

The Headteacher will monitor behaviour on a regular basis by looking at the card index records.

The Governing Body will monitor this policy's effectiveness through the Headteacher's Report. They will take into account comments from parents and their own perceptions when visiting school.

What you can do if you feel you are being bullied

Pupils:


- Tell any member of staff or ask your parents, carers or friends to tell for you.
- Ring the National Bullying Helpline – 0845 22 55 787 or Childline – 0800 1111 or visit www.childline.org.uk .

Parents and carers can contact:

- Speak to staff members in school - at Hunslet Moor Primary School we have a parent concern form for parents or carers worried about issues.
- Family Lives on 0808 800 2222 or www.familylives.org.uk .
- National Bullying Helpline on 0845 22 55 787 or www.nationalbullyinghelpline.co.uk .

Bullying – Intervention Strategies

Step 1: Concern about bullying behaviour witnessed or reported to member of staff: initial assessment made on severity of the behaviour –low, medium or high level.

Level of severity – Examples	Strategies/ Actions in response	Strategies for assessing effectiveness
<p>Low level</p> <ul style="list-style-type: none"> • Teasing name calling of low level names. • Slight push or shove. • Moving seats from targeted pupil. • Refusing to work. 	<ol style="list-style-type: none"> 1. Member of staff talks to those involved. 2. School’s policy on bullying reinforced. 3. Pupil who has been targeted to report any unpleasant behaviour immediately to member of staff and parent/ carer. 4. Member of staff decides to inform other members of staff to keep “eyes” and “ears” open. 	<ol style="list-style-type: none"> 1. Staff to have informal check-ins with the pupil to ensure they feel happy in school. 2. Pupils feel they can report any feeling of unpleasantness to an adult. 3. Staff notice that pupil has been happy and settled in school with no incidents. 4. Pupil is back to their “normal self”.
<p>Medium level</p> <ul style="list-style-type: none"> • As above. • Increasing even after step one has been followed. • Targeted because of a certain part of their personality. 	<ol style="list-style-type: none"> 1. Staff member decides that behaviour needs further investigation. 2. Behaviour investigated to assess nature and severity of the behaviour of all those involved including bystanders. 3. Behaviour forms checked and parents informed. Whole class/ Phase focus regarding bullying. 4. Assessment completed and recorded. 5. Victim, bully and bystanders supported. Shared in briefing for all staff to keep “eyes” and “ears” on identified pupils. 6. Review effectiveness of actions taken within appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Parents are engaging with school and sharing their thoughts. 3. Strategies that have been put in place to support the pupil are followed through and recorded. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their “normal” self.
<p>High level</p> <ul style="list-style-type: none"> • Physical assault. • If the pupil’s emotional wellbeing is affecting their day to day life. 	<ol style="list-style-type: none"> 1. Member of staff decides the behaviour is potentially so serious that it has been referred to the Headteacher or Deputy Headteacher and if appropriate, the designated Child Protection person. 2. Senior member of staff informs parents immediately and meetings arranged as soon as possible. 3. Senior member of staff investigates and decides whether case needs to be referred to external agencies. 4. Assessment completed with details recorded and appropriate action implemented. 5. Review of effectiveness of action taken within appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel. 3. Parents are engaging with school and sharing their thoughts. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their “normal” self.

Please DON’T SUFFER IN SILENCE: there is always SOMEONE TO TALK TO