

Haydn Primary and Nursery School

Anti-Bullying Policy

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Policy administration	
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Anti-Bullying Policy

Intent

At our school, our ethos is to promote and celebrate difference and diversity. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a calm and secure atmosphere. Bullying is anti-social behaviour and is unacceptable at our school. Persistent bullying can severely inhibit a child's ability to learn effectively and the negative effects of bullying can have an impact for their entire life. At Haydn, we wish to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. If bullying does occur, all students should be confident that incidents will be dealt with promptly and effectively.

What is Bullying?

We recognise that children will experience conflict in their relationships with other children and this is an important part of learning. We support children to develop empathy and the skills to manage relationships in a respectful way that does not hurt others. Bullying is more than a disagreement or 'falling out'. Everyone may say or do things that are hurtful to others at some point in our lives; this is unkind behaviour that will need intervention but it is not bullying.

We recognise the importance of the school community having a shared understanding of what bullying is and ensure that this is regularly shared with children and with parents. Our definition of bullying is when:

- the person being targeted is physically or emotionally hurt
- the behaviour is repeated over a period of time
- the actions are intended to cause hurt physically or emotionally
- there is an imbalance of power (e.g. one person is physically stronger or has another sort of advantage over the other person)

This definition is supported by the Anti-Bullying Alliance. Bullying is often motivated by prejudice against Protected Characteristics of the Equality Act 2010.

Types of Bullying

Bullying can be but is not limited to:

- **Physical** bullying, for example kicking, hitting, pushing and taking away belongings.
- **Verbal** bullying, for instance name calling, mocking and making offensive personal comments.
- **Emotional** bullying, including socially isolating an individual or spreading rumours about them.
- **Cyber-bullying** where technology is used to hurt someone- for instance text messaging or posting derogatory messages/images on the internet or any form of social media.
- **Racist** bullying when bullying is motivated by racial, ethnic or cultural prejudice.
- **Sexual** bullying where someone makes unwanted physical contact or makes sexually abusive comments.
- **Homophobic, biphobic and transphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people and people who identify as transgender.
- **Disablist** bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- **Sexist** bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

At Haydn, the term 'STOP' is used to help the children recognise bullying.

STOP Bullying! (Several Times On Purpose)

We teach our pupils that to be rude to someone once is unkind, to be unkind again is mean and to be mean several times is bullying.

With the advance of new technologies, our school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites and public websites inappropriately. Therefore our school has a separate Computing, Digital Safety and ICT and Internet Acceptable Use Policy.

Some warning signs that a student is being bullied

- Changes in academic performance
- Feigning illness
- Clinging to adults
- Appearing anxious
- Regularly feeling sick or unwell
- Reluctance to come to school
- Clothes/bags torn or damaged
- Possessions going missing
- Unexplained cuts and bruises
- Unexplained behaviour changes
- Loss of appetite
- Not sleeping
- Loss of weight

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and be investigated.

Implementation

Preventing and Understanding Bullying

We believe that preventing bullying, in any form, is the responsibility of our whole school community to ensure children's right to be safe and happy in school. When there are incidents of bullying we will work together to deal with the situation and learn from what has happened.

Haydn's anti-bullying approach

- Our curriculum and ethos develops empathy and emotional intelligence in all children.
- Our Behaviour Policy promotes self-esteem and a sense of respect and responsibility for self and others.
- Our 5 Rs (Responsible, Reflective, Resilient, Ready, Resourceful) are embedded within the curriculum and ensure that personal development of all pupils is at the heart of the school.
- Through our PSHE/RSE curriculum, our RE curriculum and assemblies we explicitly teach about bullying as well as the importance of respecting and tolerating difference, focusing on the Protected Characteristics of the Equality Act 2010.
- We hold National Anti-bullying Week assemblies and activities to raise awareness of bullying explicitly and promote discussion and strategies to prevent and overcome bullying.
- We hold regular British Values themed assemblies.
- We run responsive programmes for vulnerable groups or groups involved in bullying e.g. restorative justice, counselling and/or mediation schemes and small group work led by a member of staff.
- We promote whole school Mental Health Week (annually).
- On a cyclical basis, we host NSPCC assemblies and workshops.
- We have positive displays around school to promote friendship/collaboration.

- There are clear school and classroom expectations (rules and behaviour).
- We have a strong team of pupil ambassadors for Reading, Sports, Languages and the Royal Shakespeare Company (Associate school) as well as Year 6 prefects and a School Council.
- We promote Safer Internet Day each February and have an ongoing programme of e-safety awareness.
- During break and lunchtimes, the staff on duty encourage inclusion and offer support to any child in need.

How We Respond to Bullying

At Haydn we have a strong respect for pupil voice and children know that whoever they approach, they will be listened to and that all incidents will be taken seriously and appropriate action will be taken.

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the cause for concern. All cases of alleged bullying are to be reported to the Head Teacher or Assistant Head Teachers.

In any case of alleged bullying, either the class teacher or a senior member of staff will first establish the facts and build an accurate picture of events over time. This will be done through discussions with the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Head Teacher (or senior leader) will 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 the bullying behaviours will not be acceptable.

All bullying incidents will be recorded (SIMS/MY Concern) and the parents/carers of both parties will be informed. If the situation does not improve, the Head Teacher (or senior leader) will meet with the parents/carers of the bullying child/children and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. The target of bullying will have regular drop-ins with the senior/pastoral team to check that behaviours have stopped.

Links with other policies

Behaviour Policy, Safeguarding Policy, SEND Policy, Digital Safety Policy, PSHE Policy.

Vulnerable Groups and Safeguarding

We recognise that some groups of pupils may be more vulnerable to bullying, 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 or bisexual

The Designated Safeguarding Lead (DSL) will be informed of all bullying issues where there are safeguarding concerns and the SENCO where children from vulnerable groups are involved.

The Role of Governors

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body will not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur termly through the Headteachers report to governors, and reviews the effectiveness of the school policy annually. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, it notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of The Headteacher

Under the School Standards and Framework Act 1998, it is the responsibility of the Head Teacher to draw up and implement procedures to prevent bullying among pupils and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body on the effectiveness of the anti-bullying policy on request. Schools also have a duty to safeguard and promote the welfare of pupils and to ensure that children and young people are safe from bullying and discrimination offering equality for all.

The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Parents

- If a parent has concerns about their child, they should speak to the class teacher immediately. If the parent thinks bullying is the issue then the Head Teacher or one of the Assistant Head Teachers should be informed.
- The school will work with both the child and the parents to ensure that any bullying is stopped and support is given.
- Parents should not confront the bully or their parents. This can complicate the situation and cause more distress.
- The school will deal directly with all children involved and their parents. Parents will be kept informed of any actions school is taking.
- If parents feel that their concerns have not been dealt with appropriately they should follow the school complaints policy.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Anti-bullying advice to Parents/Carers

- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what your child has to say.

- ENCOURAGE your child to feel good about him or herself, realising that we are all different and equally important.

An increasing amount of bullying, particularly in older children, is CYBER-BULLYING. Please monitor your child's use of texting, gaming and social media sites. Access to these is out of the schools control when your child is not in school.

Monitoring, evaluation and review

The policy will be promoted and implemented throughout the school. Its effectiveness will be monitored through records kept in the Bullying Incidents log.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Impact

At Haydn, we have a 'zero- tolerance' approach to bullying of any kind. We want and expect:

- Pupils to behave with consistently high levels of respect for others. They should play an actively positive role in creating a school environment in which what we have in common is identified and celebrated, difference is valued and nurtured and bullying, harassment and violence are never tolerated.
- Pupils to work in partnership with staff to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils to deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture to actively promote all aspects of pupils' welfare. Pupils should feel safe at all times and understand how to keep themselves and others safe in different situations and settings and trust leaders to take rapid and appropriate action to resolve any concerns they have.