



Old Hall Primary School

Anti-Bullying Policy

Aspirational, Inspirational, Motivational, aim high at Old Hall

Introduction

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

We acknowledge that bullying takes place in all groups of society and that our school will be no exception. However, we are also determined to do the best that we can to deal with it successfully should it occur in our school.

In this school bullying and any other forms of intimidation will not be tolerated. Children, staff, governors and parents are part of a school community where the values we share are mutual respect for each other, together with an empathy for anyone who may be in difficulty. We all seek to help each other learn and enjoy our social life together in school.

We intend to treat others with kindness and respect in a community where we care well for each other. Children, staff and parents must be able to come to school without fear and feel that they will be safe in school. Everyone should be vigilant and will intervene promptly if there are any signs or reports of bullying. Bullying does not occur often in our school however we should all be alert to its possibility and be watching for it in a pro-active manner in our day to day activities in school. In the event of a bullying incident it is very important for success in dealing with it, that school staff and parents are able to accept that working together is the best approach. It is schools desire to work very closely with all parents should the need arise.

It is also important to remember that bullying can take place in different ways e.g.

- Cyberbullying' via mobile phones or online
- Racist remarks
- Homophobic bullying
- Sexual
- Physical and verbal
- Emotional
- Extortion

Children with additional or medical needs may possible be susceptible. Sanctions will apply to all types of bullying in accordance with the School's Behaviour Policy. If anyone becomes aware of any type of bullying they should report it in the same way to the Head Teacher. The school has a responsibility to inform the police if they feel that the law is being broken regarding the use of mobile phones or the internet to harass or intimidate anyone

Objectives

1. To ensure that all feel safe and free from bullying and intimidation.
2. To build an ethos where children feel safe, free from threat and intimidation.
3. To promote good relationships where all are treated well and where children care for each other.
4. To act promptly and effectively at the first sign of bullying.
5. To encourage children and parents to report any attempted bullying.
6. To protect and reassure any victims of bullying.
7. To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
8. To make this a happy school that is free from bullying

Strategies

Preventative

1. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. PSHE lessons and assemblies will be used to discuss the nature of bullying and the hurt that it causes and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
3. Through PSHE and our everyday school ethos of caring for others we will endeavour to develop in all children the ability to have empathy for others and thus reduce the likelihood of bullying occurring.
4. All teaching and all support staff who have direct contact with children will receive training in Anti – Bullying strategies and Conflict Resolution Processes to enable a clear understanding of successful approaches which reduce resentment when disagreements occur, together with clarity of their role within the policy and procedures.
5. Parents should refer to the school's Anti-Bullying Policy and Guidance, which is available on the school website.
6. The School Council will discuss the topic of bullying and the effectiveness of the school's policy on a regular basis.
7. Mobile phones are not allowed in school for pupil use. If there are exceptional circumstances for a child needing to fetch a phone to school, then an application should be made to the Chair of Governors, who will either

approve/disapprove the application. If an application is approved then phones are kept securely in the school office until the end of the day.

Responsive

Refer to Bullying Signs and Symptoms, Procedures and Documentation – Appendices A,B,C and D

8. All staff are expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
9. Children will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
10. Every allegation of bullying will be investigated and followed up.
11. Any victim of bullying will be well-protected immediately and in the future.
12. Any allegations of bullying will be reported to the Head Teacher
13. The parents of all concerned will be informed and involved in any reported incident and will be expected to support this school policy.
14. We will use the school's discipline and rewards and sanctions strategy to reinforce this anti-bullying policy.

Roles and Responsibilities

Parents:

- We ask that if parents believe that their child is being bullied that they report it to school in the first instance, either to their child's class teacher, Assistant Head teachers, SENCO, SEMH and Additional Needs Lead Teacher or Head Teacher. This will provide staff the best opportunity to resolve the problem as effectively and calmly as possible.

Children:

- If they themselves are being bullied that they will tell their Class teacher, Teaching Assistant, Lunch time Supervisor or other adult in school or their parents.
- If they know about someone else being bullied that they tell an adult in school or their parents.

All Class teachers will:

- Encourage an open and trusting atmosphere where children know they will be listened to and supported if they have a problem. Children must understand that by telling someone about the bullying is the best way to bring a stop to it.
- Ensure that PSHE programmes regarding Anti – Bullying are taught to their class.
- Ensure that PSHE programmes designed to support the development of empathy are taught to their class.

- Ensure that children know who they can go and talk to if they have a problem and that their teacher will respond promptly in confidence.
- The teacher will act appropriately within guidance for safeguarding / child protection.
- Ensure that children are encouraged and reminded to report any case of perceived bullying whether of themselves or a classmate or friend.
- Follow the behaviour policy, which is an integral part of the anti-bullying policy. By following this policy bullying will be discouraged.
- Report promptly any incident of bullying / parental complaint regarding bullying to the Head Teacher.
- Support the bullied child and the bully in overcoming their difficulties as determined by the outcome of discussions with the Class teacher and Lead Support Adult.

Head Teacher

- When a case of suspected bullying is reported it is important to remain open minded.
- It is important to collect as much information / evidence as promptly as possible.
- Talk with the child who has reported the incident of bullying. Names and events / days / locations etc. need to be established as clearly as possible.
- Talk with the bullied child to corroborate the reported information and to reassure them that the matter will be dealt with calmly and effectively.
- Record accurately all information that has been recounted to you. Information is recorded on Integris. Advice and Assistance will be sought from the LA .
- Investigate the incidents with other children involved ensuring that all discussions are recorded in writing.

Once information has been collated and confirmed for accuracy parents of children involved should be informed and invited to come into school to discuss the outcome of the investigation and, if necessary – sanctions for the bully.

- Plans to support all children involved, both bullied and bullies should be made. The Class Teachers and Pastoral Support Team will be involved in this.

- Where appropriate plans for a process of restorative justice need to be made to enhance the possibility of a positive outcome for all children involved.
- Where at all possible the plans should involve parents and the parents hopefully will support their child and the school in achieving a positive outcome for their children.
- If necessary seek the support of external agencies to support children and / or families.
- The well- being of children involved in bullying incidents whether the bullied or bullying will be monitored regularly by our SEMH and Additional Needs Lead - until the matter has been resolved. The SEMH and Additional Needs Lead and the Head teacher will remain in contact with the parents of the bullied child to ensure that the matter has been resolved.

Policy date: January, 2020

Review date: November, 2021 or sooner if circumstances change



Old Hall Primary School **Anti-Bullying Policy** **APPENDIX A**

POSSIBLE SIGNS AND SUMPTOMS OF BULLYING

- Is frightened of walking to/from school
- Changes route to school – asks to be driven instead of walking
- Changes to their usual routine
- Is unwilling to come to school
- Is frightened of walking to or from school alone
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Stops eating
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares

- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or “missing”
- Has possessions which are damaged or go ‘missing’
- Asks for money or starts stealing money
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Comes home “starving”
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

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

Signs and Symptoms – perpetrators

Physical indicators

- Using physical strength/presence to intimidate or influence other pupils
- Being overtly physical and confrontational with adults and peers.
- Seeking approval from peers, possibly older ones, by using physical violence
- as a means of expression.

Emotional indicators

- Refusal/inability to empathise with others.
- Desire to be in control. Pupils who bully often display a need to be in charge
- of events and an inability to share leadership or work co-operatively with others. They may be able to work with others, but only on their terms.
- Inability/refusal to accept responsibility for actions. In a bullying situation, they often express the opinion that the responsibility for bullying lies with the victim, that it is his/her fault for being weak or not standing up for him or herself.
- A tendency to relate to others in a negative way, e.g. persistently making negative comments about other people’s appearance, intelligence, ability, family, behaviour, etc.

Behavioural indicators

-Professing an exaggerated high self-opinion.

Many young people who bully have a low self-esteem and bully in order to exert their will over others and give themselves a sense of power and superiority. They often brag about their exploits and abilities to cover a low sense of self-worth.

-Professing indifference for areas and activities in which they do not excel. This may involve ridiculing other children and young people who have strengths in these areas. A pupil who shows one or more of these indicators is not necessarily bullying, but they are displaying and supporting behaviours and attitudes that impact on other pupils and themselves in a negative way. It is important that individual teaching staff and the school community as a whole challenge these behaviours and attitudes, both directly (through conversations with the pupil in question) and indirectly (through teaching and content of lessons).

Framework for Anti-Bullying Action:

We believe that prevention is always better than cure.

The school will:

-Encourage the caring and nurturing side of children and utilise aspects of PSHE where appropriate –

-Develop and maintain a caring, co-operative ethos

-Discuss friendship, caring for others and relationships as part of PSHE

-Through School Council, encourage caring behaviours, particularly when staff cover is at a minimum (lunchtimes and other social times).

-Through School Council regularly monitor perceived bullying and potential “bully” hot spots in the playground/ school environment.

-Ensure adequate staff supervision in playgrounds, with encouragement towards collaborative and structured games

-Ensure that everyone is aware of and upholds the schools mission statement

-Ensure children know what to do if they witness others being unkind or bullying

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- Develop and maintain a caring, co-operative ethos
- Discuss friendship, caring for others and relationships as part of PSHE through School Council, encourage caring behaviours, particularly when staff cover is at a minimum (lunchtimes and other social times).-
- School Council regularly monitor perceived bullying and potential “bully” hot spots in the playground/ school environment.
- Ensure adequate staff supervision in playgrounds, with encouragement towards collaborative and structured games
- Ensure that everyone is aware of and upholds the schools mission statement
- Ensure children know what to do if they witness others being unkind or bullying
- Encourage individuality and tolerance
- Ensure that children know that watching bullying behaviour and doing nothing or colluding with a bully is supporting bullying behaviour
- Provide CPD for staff, staff discussion and peer support/mentoring at least annually. In addition, where appropriate the school will consider taking the following actions to highlight and reinforce messages about anti-bullying and caring for others
- Questionnaire surveys which have helped reveal the scale and nature of the problem
- Improved supervision in known problem areas
- Using drama, role-play, novels etc. within the formal curriculum to help pupils understand the feelings of bullied and bullying children and to practice the skills they need to avoid bullying
- Developing the playground as a learning environment, particularly in terms of PSHE
- Promote regular use of circle/check in times
- Improving links with parents and the community through meetings and other activities
- Promote Peer Support and buddy schemes when appropriate
- Feature the promotion of anti- bullying in school assemblies
- Ask the school council to agree/maintain an anti-bullying code

All adults to be aware of the following methods of intervention and to use where appropriate:

- Tell the pupil that you are worried about them.

- Ask them to tell you about the bullying that they are experiencing.
- Tell them that many people are bullied, but that no one should have to experience that sort of behaviour.
- Let them know that if they are experiencing bullying it is their right to get help to stop it, and the school community's duty to provide that help.
- Be prepared to listen in a non-judgemental way. Rushing in, though well intentioned, can be frightening and off putting.
- Whilst you must acknowledge the victimisation of the child or young person, it is unhelpful in terms of encouraging their self-esteem to label them a victim.
- Encourage them to record and report any incident of bullying that they experience. This will help them feel less isolated and in more control.
- Tell them never to endanger themselves by standing up to bullies in a situation where they maybe outnumbered, for example. Reacting to bullying by fighting back is almost always an instinctive, emotional response. Bullies generally tend to pick on and abuse another on their terms, behind closed doors and out of sight of a member of staff or a supervising adult.

12 Procedures:

The aim of these procedures are to ensure that the bullying behaviour or threats of bullying be investigated and that the bullying is stopped quickly.

12.1 Informal:

- a) Always take the concerns of parents and children seriously and in the case of misunderstandings, ensure that these are explained and satisfactorily concluded for all.
- b) Be aware of and tackle any racist, sexist, homophobic language or behaviour.
- c) Support both victim and bully
- d) Reward non-aggressive behaviour verbally, especially where aggressive behaviour was previously shown.
- e) Make clear to parents and children that bullying is unacceptable.
- f) Use peer group pressure, approbation and disapproval in assemblies and in circle time sessions; through this, help children to see other points of view - "how would you feel if..."

12.2 Formal:

- a) All complaints to be recorded and agreed with complainant, signed and dated by class teacher/staff member dealing with situation. Copies to Head Teacher/Deputy Head to be placed in pupil file and recorded on SIMS.

- b) Accurate records should be kept of all incidents, including discussions with children involved (perpetrator, victims, onlookers).
- c) Involve parents, where appropriate, explaining actions taken and why, and what they can do to reinforce and support.
- d) If further action is required, a report will be made to the Governors through the Head Teacher.
- e) Enactment of official complaints procedure to take place through panel of Governors and then the Local Authority.
- f) If necessary at any stage, the Police will be informed. g) If parents remain dissatisfied with the school's action or the outcome, they should contact the Local Authority in the first instance. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil
 - offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil.

Where deemed appropriate, in severe cases of bullying, the Head Teacher will inform the parents of "by-standers" who have witnessed or and colluded with bullying. Refer to Outcomes and Sanctions:

- The pupils will be reconciled
- The bully (bullies) may be asked to genuinely apologise • The bully/ bullies may be asked to sign a behaviour contract
- In serious cases, fixed or permanent exclusion will be considered

14 Monitoring, evaluation and review

The school will review this policy and assess its implementation and effectiveness at regular intervals. The policy will be promoted and implemented throughout the school. Copies will be available to parents on request and it will be referred to in the School Prospectus.

15 Further information for parents and staff:

- Parentline: 0808 800 2222 - immediate help for parents 24 hours a day, seven days a week

- Kidscape helpline for parents: 08451 205204 (10.00 am to 8.00 pm Monday and Tuesday, 10.00 am to 4.00 pm Wednesday, Thursday and Friday)
- Anti Bullying Campaign advice line for parents and children: 020 7378 1446 (9.30 am to 5.00 pm)
- Advisory Centre for Education (advice for parents and children on all school matters): 0808 800 5793
- Children's Legal Centre (free legal advice on all aspects of the law affecting children and young people): 0845 120 2948



Appendix B

PROCEDURE FOR DEALING WITH REPORTED INCIDENTS OF PROVEN BULLYING

1. Initially, any incidents of bullying should be reported to the child's class teacher.
2. The "victim" will meet with the class teacher who will note down the alleged incidents
3. The class teacher will meet with the "perpetrator" and discuss the incidents and note down the response.
4. If appropriate, the "victim" and "perpetrator" will meet jointly with the class teacher to discuss possible ways forward
5. Details of the alleged incidents, together with a résumé of the discussions, are recorded on the form in Appendix C.
6. Parents of both parties will be informed by the class teacher
7. The situation will be reviewed by the class teacher after a week and then after a month, this will be recorded on Appendix C.
8. If the incidents continue or worsen, the head teacher will then interview all parties (a résumé will be recorded on the form in Appendix D)
9. The Class teacher/SEMH Lead will meet with parents and agree actions to be taken (recorded on the form in Appendix D)

10. The head teacher will review the situation after a week and then after a month and incidents will be reported to the Governing Body and LA



APPENDIX C
INITIAL RECORD OF ALLEGED INCIDENTS OF BULLYING
(A COPY TO BE FILED IN 'CAUSE FOR CONCERN' FILE)

Incident reported by

To:Date.....

Details of alleged incident
Discussion with "victim"
Discussion with 'perpetrator'
Outcomes / agreed actions
Parents informed: <div style="display: flex; justify-content: space-around; width: 100%;"> Victim Perpetrator </div>
Review after 1 week
Review after 1 month

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Reference Number (Integris):



APPENDIX D
FURTHER RECORD OF ALLEGED INCIDENTS OF BULLYING
(A COPY TO BE FILED IN 'CAUSE FOR CONCERN' FILE)

Reference number: (from initial record)

Date:

Additional details not included on initial record:
Discussion with "victim"
Discussion with 'perpetrator'
Outcomes / agreed actions from meeting with victim's parents
Outcomes / agreed actions from meeting with perpetrator's parents
Review after 1 week
Review after 1 month

