

BRADGATE EDUCATION PARTNERSHIP

HIGHGATE PRIMARY SCHOOL

Anti-Bullying
POLICY

2022

**Anti-Bullying Policy – Consulted with parents
and all stakeholders February 2022
To be reviewed January 2024.**

ANTI- BULLYING POLICY

Highgate Primary – Living, Learning, Laughing Together.

The aim of this policy is to outline the school's stance on preventing bullying and offer clarification of what the school will do in the instance of bullying and refers to the Preventing and Tackling Bullying guidance document (DfE, July 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf).

At Highgate Primary School, while all staff are responsible for recording and reporting bullying, the head teacher and leadership team are responsible for monitoring the effectiveness of strategies to prevent bullying. We have a named governor responsible for Anti-Bullying published on our website.

Staff, pupils and parents are consulted in the production of this policy and a child friendly version of this is available.

What is bullying?

Bullying is;

- repeated over a period of time.
- can be meant to hurt
- deliberate

Bullying manifests itself in several ways, including;

- verbal such as teasing or name-calling
- physically hurtful behaviour
- verbally hurtful behaviour
- taking, breaking and threatening behaviour
- excluding
- cyber-bullying
- giving people “funny looks”

It may take the form of;

- racial
- religious
- cultural
- SEN or disabilities
- Appearance or health conditions
- Related to home circumstances

- Sexist
- Sexual orientation (homophobic / biphobic)
- Gender identity (transphobic)

Bullying can be defined as any form of repeated behaviour that causes hurt, fear or distress to another person or group of persons. It can be physical, social or psychological/emotional.

Who?

Not only does the school recognise that pupils may be the target of bullying, the staff may also become targets of bullying, whether by pupils, parents or other staff members.

What we will do?

Bullying can only be tackled if the school knows that it is happening: therefore everyone (including bystanders, parents and school staff) has a duty to report instances of bullying so that swift and effective action can be taken.

Children or parents can tell any adult in school and this will be dealt with as a priority. Worry Monsters are available in each classroom to allow for information to be shared discretely.

It will be a priority to ensure that all incidents are investigated promptly, that all parties are aware that an investigation has taken place and that each person has the opportunity to put forward their point of view. All incidents of bullying will be reported to the parents of the children involved and recorded on Arbor. After the initial reporting and logging, staff will follow up with the individuals concerned to make sure the situation has improved.

The person being bullied will be made to feel secure and reassured that the bullying is not their fault.

In the first instance support for the person being bullied will be available from the class teacher who will provide further support should that be thought appropriate. We also have a Nurture Team who are able to offer support where needed (including for the perpetrator).

If it is felt necessary for a longer period of support to be made available then the SENDCO or Nurture Practitioner will liaise with the class teacher and parents (and head teacher) to decide upon the suitable course for this to take.

The response to those responsible for the bullying will vary depending upon the nature of the behaviour. However it is intended that the sanctions contained within the Relationships and Behaviour for Learning Policy be used to deal with matters of this kind. An additional option for supporting the

targets of bullying would be to take a restorative justice approach in helping to bridge relationships and build toleration between pupils who have experienced difficulties; this has been specifically highlighted with scripts to support those undertaking this approach if it is considered the best way to support all parties.

Each case of bullying will be thoroughly investigated as the appropriateness of response will depend on individual circumstances. Where there has been poor behaviour there needs to be a consequence/sanction however children also need support/strategies & opportunities to change their behaviour.

The PSHE and assembly programmes will be used to discuss bullying within the context of relationships with others. The Cambridge PSHE teaching programme will include elements of the “SEAL” and “R-Time” programmes and will be used throughout school to encourage co-operative behaviour and improve the school climate. Within this, the following strategies may be used to improve behaviour;

- Encourage the children to become responsible for their own behaviour.
- Talk about feelings, develop a ‘language of feelings’
- Encourage the children to consider other peoples’ points of view and feelings.
- Set a good example to the children.
- Use positive language and give praise and rewards.
- Read and share appropriate stories.
- Use role play to give children practice in identifying, understanding and controlling feelings.
- Continue to use the S.T.O.P approach to bullying- Several Times On Purpose and Start Telling Other People.

We are a No Outsiders School. This means that we have participated in a pilot with a small group of Leicestershire schools to educate our pupils about equality and diversity as part of our responsibility to meet the aims of the Equalities Act (2010). We use a series of age appropriate picture books to promote discussion around the protected characteristics and link assemblies to issues occurring in the news. Work is then displayed to advocate the fact that we welcome everyone into our school, we have No Outsiders.

The protected characteristics are; age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

Year 6 play-leaders will be trained to run some activities to support the lunchtime supervisors in providing activities for all children to access. Lunchtime clubs will also be run for those children who need additional

structure to support their time at lunchtime (where they find unstructured times more challenging).

For issues relating to the bullying/harassment of staff see guidelines within the Whistleblowing Policy.

Above all, we seek to promote a co-operative working environment where everyone is respected and everyone's voice is heard.

How is bullying recorded?

A record of all bullying incidents is kept on Arbor. Staff take notes where an incident is reported to them and this is passed on to the Head Teacher to monitor the frequency of incidents and to identify any patterns or trends. If needed areas of need will be supported by training, additional curriculum work or working with outside agencies (such as the Police, community workers, etc).

What happens if bullying occurs away from the school premises?

Head Teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act (2006) gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises.

If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will again be reported to parents. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local authority.

What happens if bullying persists?

A record of any incidents of bullying is kept on Arbor. If bullying persists, parents will be invited in to discuss a way forwards.

Should the bullying continue, the school will reserve the right to give a pupil a fixed-term exclusion and/or discuss the matter with the police.

Professional Development of staff.

All staff, including lunchtime supervisors, will be given opportunities to attend in service training on behaviour management strategies.

Discussion of behaviour management will be the focus of at least one staff meeting per year (more often if the need arises)

Any cases of poor behaviour must be reported to the child's class teacher in the first instance and the procedures highlighted in the Relationships and Behaviour for Learning Policy will be followed.

Written by Mr. Troy Jenkinson

September 2016

Reviewed in consultation with parents and stakeholders December 2019 and January 2022

Reviewed every 2 years (or sooner if needed).