



Hunsley Primary Anti-Bullying Policy

This policy is applicable to Hunsley Primary

Version 3.ii

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Lucy Hudson, Headteacher Hunsley Primary</p>
<p>Name of Responsible Committee/Individual:</p>	<p>Hunsley Primary Local Governing Body</p>
<p>Implementation Date:</p>	<p>Autumn Term 2022</p>
<p>Review Date:</p>	<p>Summer Term 2024</p>
<p>Target Audience:</p>	<p>All Staff, Parents, Pupils, Community Users, Key Stakeholders</p>
<p>Related Policies and Documentation:</p>	<p>HP Behaviour, Sanctions and Rewards Policy</p> <p>HP Child Protection and Safeguarding Policy and Procedure</p> <p>HP Online Safety Policy</p> <p>HP SEND Policy</p> <p>HP Mobile Phones policy</p> <p>HP Values</p> <p>HP Classroom Rules and Behaviour posters</p>

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Policy Statement

This policy outlines the principles and values underpinning the expectations of Hunsley Primary for zero tolerance of bullying and associated behaviours.

1. Purpose and Scope

Hunsley Primary does not tolerate bullying. We strive to ensure that all children feel safe, secure and valued and, as a result, that they feel confident and able to engage and learn. The purpose of this policy is to provide very clear guidance on the definition of bullying and on the expectations and procedures involved in the school's application of the policy.

Anyone can be bullied. Bullying can take place for many reasons or no reason. Bullying often relates to difference; this can be real or perceived. These differences could be:

- Appearance
- Ability
- Health
- Family/home circumstances
- Social class
- Race, religion or culture
- Disability/SEN
- Sexual orientation (e.g. Homophobia)
- Gender

2. Roles and Responsibilities

At Hunsley Primary, it is everyone's responsibility to play a part in preventing or stopping bullying. Each group has individual responsibilities that must be adhered to if bullying is to be dealt with effectively.

School Leaders:

- Must ensure that staff are aware of and have read the policy and understand the procedures outlined
- Must demonstrate a zero-tolerance approach to bullying and ensure this is understood by all members of the school community
- Must ensure pupils and, where appropriate, parents/carers, are given regular feedback on the action being taken.

Staff:

- Must read and adhere to the policy

- Must always strive to be aware of potential or actual bullying and take action when there are concerns about bullying
- Must report and record all allegations of bullying following the school's procedures.

Governors:

- Must ensure that the school has an Anti-Bullying Policy and that it is regularly reviewed according to the standard review cycle
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility for anti-bullying (Assistant Headteacher for Behaviour and Wellbeing)
- Must ensure that the effectiveness of the Anti-Bullying Policy is regularly monitored
- Must ensure that incidences of bullying or associated behaviour are reported via the Annual Safeguarding Report to Governors

Pupils:

- Must not bully anyone else or encourage/support bullying in others
- Must tell an adult (a member of staff or other trusted adult, e.g. parent) if they are being bullied
- Must act to prevent and stop bullying, by telling an adult if they know of or suspect any incidents of bullying
- Must understand that being a 'bystander' is unacceptable and silence makes all pupils partly responsible for what happens to the victims of bullying

Parents:

- Must contact the school immediately if they know or suspect their child is being bullied, including cyber-bullying, which may happen outside of school, in order to work in partnership with the school to bring an end to the bullying. This applies even if the child has asked for 'secrecy'.
- Must contact the school if they know or suspect that their child is bullying another pupil
- Must share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.

3. Equality and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

4. Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world

- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

5. Systems and Processes

Bullying is defined as being ‘behaviour by an individual or group, **usually repeated over time**, which intentionally hurts another individual or group either physically or emotionally’¹. Bullying is used to create an imbalance of power between groups or individuals. Specific bullying relationships may include:

- Pupil on pupil (child on child)
- Pupil on staff/adult
- Staff/adult on pupil

Bullying can be divided into two main types: Direct and Indirect. These two categories may involve all or some of the following:

Direct Bullying

- hitting, pushing
- teasing, spreading rumours
- name-calling, racial or sexual harassment
- insulting of family members
- stealing, damaging possessions
- intimidation or extortion
- exclusion from peer group, turning friends against someone

Indirect Bullying

- Cyber bullying when a person or group of people uses the internet, mobile phone or other digital technologies to threaten, tease or abuse someone. They can target someone via E-mail, instant messaging and chatrooms, social networking sites, mobile phone
- Abusing personal information e.g. posting photographs or personal information without permission.

Our strategies for prevention are as follows:

- All staff will clearly state that bullying is unacceptable behaviour at Hunsley Primary
- Visible messages involving the children’s views are posted around the school, to act as reminders – e.g. posters (see Appendix)
- Buddy Bus Stops in the playground (coupled with Playground Leaders roles) allow children to immediately seek help or buddy support where needed
- Teasing, personal comments, name-calling and other incidents will be actively decried

¹ DSCF ‘Safe to Learn: Embedding anti bullying work in schools’ 2007 / Preventing and Tackling Bullying DfE 2014

- We will actively promote tolerance and respect for difference and diversity through our daily demonstration of the Values and the teaching of our PSHE programmes (e.g. relating to race, gender and disability)
- Hunsley Primary will engage all pupils through recognising national events, such as Anti-bullying Week.
- Every effort will be made to integrate all pupils into their class group and the wider school community. The class teacher will try to achieve this by building a group identity; encouraging all pupils to participate in a wide range of activities, both in school and in their free time; encouraging pupils to have a sense of self-worth and be assertive, whilst respecting the needs and feelings of others
- All adults will set a good example by working to establish positive relationships between staff and pupils as well as between peers
- All staff, teaching and associate staff, should monitor pupil behaviour
- If bullying is suspected, staff should report the behaviour of pupils concerned and take appropriate action, informing the relevant class teacher
- Duty staff should ensure they oversee all areas of the school. Toilets should be visited at breaks and lunchtimes by the staff on duty
- Pupils are told to report incidents of bullying. All pupils will be reminded of the importance of reporting and preventing incidents. The initial report will be treated confidentially, within safeguarding guidelines. A senior member of staff, e.g. Assistant Headteachers, will consider how best to investigate, intervene and support the pupils involved.
- School leaders share information on 'a needs to know basis' but also consider the impact upon the pupils involved, ensuring that there is a balance between meeting a pupil's individual need and safeguarding
- Prompt arrival to school reduces the opportunity for bullying to occur
- Assemblies reinforce the anti-bullying message and the procedures which pupils should follow, if they are being bullied.
- PSHE activities dealing with bullying are aimed at building self-esteem and using assertiveness as methods of combating bullying.
- Teachers also engage in enabling children to explore safeguarding issues and anti-bullying issues developing throughout the key-stages. Safeguarding guidance, expectations and Hunsley Primary Values are included in Reception, KS1 and 2 Journals
- We consult with pupils to ascertain their views of bullying and its extent during Pupil Voice surveys
- The Hunsley Primary Behaviour, Sanctions and Rewards Policy and electronic recording and tracking system (CPOMS) enables monitoring and evaluation of all types of bullying.
- Anti-bullying programmes and ELSA support, in conjunction with outside agencies, are used to prevent and reduce bullying, e.g. Power Programme
- The Trust and Hunsley Primary leaders and Designated Safeguarding Lead, middle leaders and e-Safety co-ordinator (Director of ICT) regularly monitor, analyse and review data on bullying with the aim of improving response and planning deployment of resources to reduce bullying
- School leaders regularly refresh their safeguarding qualifications.

Each of the strategies and systems listed above make a contribution to the creation of a secure community in which pupils will feel safe. If pupils know that we actively want to create a safe community, there should be the necessary level of trust to allow them to confide in adults if they are being bullied. All reports of bullying will be addressed and recorded, and the priority will be to support those being bullied and to stop the bullying.

It is the responsibility of the school to assess the seriousness of the bullying and to determine the appropriate action that should be taken. Where necessary, parents will be engaged to ensure they are fully informed about what is happening and will be appropriately involved. We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. In all cases, subsequent monitoring will take place to ensure bullying is not repeated.

Hunsley Primary greatly values the close partnership between staff and parents, therefore if a parent/guardian is concerned an issue has not been properly dealt with they should feel confident in expressing their concerns. All complaints should be made according to the school's Complaints Procedure.

Responding to bullying:

Pupils are told to report bullying to their teacher or other members of staff with whom they feel comfortable. The member of staff will listen carefully and ask the pupil to write a statement. A range of solutions should be discussed e.g. peer support, mediation between victim and bully, 'circle of friends,' 'moving it away,' parent involvement and behaviour contracts.

Investigating bullying

The school procedure is as follows:

- Member of staff asks pupil reporting bullying to write a statement – where this is not possible, the member of staff will write down the statement or record the statement in another appropriate way
- Member of staff interviews the suspected bully and obtains/produces a written statement
- Obtains statements from any witnesses
- Member of staff refers the incident and statements to a manager for reference
- If the complaint is upheld, the bully and their parent should be informed of the action to be taken and the behaviour targets to be set, as well as the consequences of any repetition
- A complete record of the incident must be kept, whilst ensuring that the individual child's record conforms to legal requirements
- Records will be updated in CPOMS
- Relevant parties to be informed of outcomes and 'next steps'
- Monitor and review progress against the actions and targets set

Sanctions against Bullying

A range of approaches should be used available so that each case is dealt with individually, rather than in a mechanistic manner. The early involvement of parents is important. Possible courses of action are:

- loss of privileges e.g. banned from clubs
- sanctions, e.g. referral to Headteacher
- fixed term suspension
- involvement with external agencies
- daily report, to monitor positive and negative behaviours
- displacement
- contract, code of conduct between those involved (with consequences clearly outlined)
- support group approach e.g. 'Circle of Friends', peer support
- restorative support and practice may be used
- peer mentoring approach e.g. bully and victim discuss events with supervision from trained peer mentors in order to reach an amicable solution (for low level incidents)
- for severe incidents that go against Child Protection or Criminal Law Procedures, the school will consider whether to report them to outside authorities.

Supporting victims of Bullying

The school prioritises support for those suffering bullying. Once again a flexible approach is seen to be important, as well as the early involvement of parents. Support can be one of or a combination of the following:

- 'sanctuary' - either by providing a safe place or alternative ways of spending lunchtimes e.g. supervised 'drop in' room
- involve peers, teacher, other staff, peer mentors, ELSA
- limiting opportunities for bullying by making colleagues aware of times when an individual has been bullied
- support group approach but identify and respond to patterns of bullying using appropriate levels of support and sanctions
- victims and bullies may also be helped by our multi-agency partners e.g. - EWO where bullying or fear of bullying is affecting attendance.

Supporting those responsible for bullying

We strive to support those responsible for bullying as well as the victims, in the hope that this will prevent further or prolonged incidences of bullying within the school. Support can be one of or a combination of the following:

- restorative approach led by school leaders, whereby those responsible for bullying and those being bullied meet together to discuss issues that have arisen between them.
- pupils helped to understand the school expectations and Behaviour for Learning policy
- pupils encouraged to be involved in projects, e.g. Power Programme, ELSA Support and extra curricular activities/clubs.
- pupils with poor social skills encouraged to have interaction with trained peer mentors

6. Monitoring of Compliance with and Effectiveness of This Policy

Teachers and Senior Leaders record and track instances of bullying in CPOMS. These reports are communicated to the Governing Body via the annual Safeguarding Report to Governors and through

the half termly safeguarding meetings between the Designated Safeguarding Lead and the designated safeguarding governor. Electronic Behaviour Monitoring enables the consistent logging and tracking of direct and indirect bullying.

Parents are consulted through feedback surveys and pupils take part in whole school surveys which include the subject of bullying. Pupils are also consulted when taking part in pupil voice meetings. All pupils receive age appropriate anti-bullying guidance at the start of the academic year – revisited throughout the year in our PSHE programme, e.g. assembly - together with a copy of the expectations in their planners for Key Stage 1 and 2. This will then be revisited during the year.

7. Review

This policy will be reviewed within 2 years of the date of implementation.

Appendix

The Hunsley Primary Values are displayed around the school and shared with the children, staff, parents and visitors. They underpin the anti-bullying message in school.

Our Hunsley Primary Values

We are a TEAM: we look out for others and make them welcome

We respect each others' feelings, ideas and right to learn

We follow the rules: we value our safety and wellbeing

We behave kindly, with our words and our actions

We are fair: everyone is free to contribute in their own way

We are all unique and we deserve equal opportunities

