



Anti Bullying Policy

Introduction

At Howley Grange we aim to create a secure, happy and stimulating environment so that children and adults can learn and achieve through enjoyment and experience. We aim to enable all members of our school community to develop their full potential; socially, morally, emotionally, intellectually and physically.

Philosophy

Our philosophy is to foster mutual respect for individuals, together with care and respect for the environment in which all members of the school community work and play. This requires from everyone an understanding of and commitment to our strong school ethos.

Ethos

Howley Grange has a strong ethos which is underpinned by our commitment to;

'Respect for All'

Respect for All represents our school code of conduct, we expect all members of our community model respect for themselves, each other and their environment.

Bullying directly contravenes our ethos and is unacceptable at Howley Grange.

Objectives of this Policy

Through the effective implementation of this policy Howley Grange will:

- Provide a secure, happy and stimulating environment for all
- Recognise similarities and celebrate differences and diversity
- Promote individual liberty, respect and tolerance for all members of our school community
- Promote emotional health and well-being
- Ensure all members of our school community, pupils, parents, staff and Governors work together to support everyone involved in and affected by bullying.

What is bullying?

At Howley Grange Primary School we have agreed that bullying takes many forms but is always aggressive or violent in either a physical, verbal, emotional, racist or sexual way. Children feel like they are being bullied, or picked on, when another child or group of children say nasty and unpleasant things to them or spread unkind rumours about them. It also feels like bullying when a child is hit, kicked, threatened, locked inside a room, touched in a way s/he does not like, sent nasty notes, when no one ever talks to him/her and things like that. These things can happen frequently and it is difficult for the child to defend him/herself. It also feels like bullying when a child is teased repeatedly in a nasty way, ridiculed or humiliated.

We have agreed that in order to be described as bullying, the behaviour must be deliberately hurtful, directed towards a deliberate target and, in most cases, be repeated over a period of time, although single incidents are sometimes sufficiently distressing to be called bullying.

Bullying is always damaging, both for the target and for the bully.

If a child's actions are not intended to hurt, the child cannot be called a bully. However, s/he should be made aware of how the target perceives his/her actions and should be helped to behave in a way that does not distress others.

It is not bullying when two children of the same age, power or strength have an occasional fight or quarrel.

Bullying can include:

Name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Forms of bullying covered by this policy:

Bullying can happen to anyone. This policy covers all types of bullying, including specific groups who are vulnerable:

- Bullying related to race, religion or culture
- Bullying related to Special Educational Needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Cyber bullying (Please see separate 'Acceptable Internet Usage' and 'E-Safety' policies)

At Howley Grange Primary School bullying is:

1. A group of people against one
2. Actions repeated over time
3. A person has pre-planned to cause harm/upset to another person

Bullying is defined as 'behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally' (DfE definition).

It can be inflicted on a child by another child or an adult. Bullying behaviour is often motivated by actual or perceived differences between children. It can also be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because of a child's family circumstances.

Bullying behaviour can take many forms, but can include:

- Physical - for example, hitting, kicking, pushing, theft;
- Verbal - for example, threats, name calling, racist or homophobic remarks;
- Emotional - for example, isolating an individual from activities/games and the social acceptance of their peer group;
- Cyber-bullying – bullying behaviour through the use of ICT (mobile phones and the internet). This form of bullying can happen 24 /7 with potentially a huge audience.

Bullying often starts with low level behaviours such as teasing and name calling which nevertheless rely on an abuse of power. Such behaviour, if left unchallenged can escalate to a higher level and frequency of bullying behaviour.

Bullying is a type of behaviour which needs to be defined by the impact on the person/s at the centre of the bullying behaviour rather than the intention of the perpetrator.

Indicators

Any change in behaviour which indicates fear or anxiety may be a potential indicator of bullying. We understand that it can be distressing for children, families and staff and urge anyone who is being bullied or suspects bullying may be happening to talk to school as soon as possible.

Behaviour such as:

- Being frightened of walking to and from school and changing their usual route;
- Feeling ill in the mornings;
- Beginning truanting;
- Beginning to perform poorly in their school work;
- Coming home regularly with clothes or books destroyed;
- Becoming withdrawn, starting to stammer, lacking confidence, being distressed and anxious and stopping eating;
- Attempting or threatening suicide;
- Crying themselves to sleep, having nightmares;
- Having their possessions go missing;
- Asking for money or starting to steal (to pay the bully) or continually 'losing' their pocket money;
- Refusing to talk about what's wrong;
- Having unexplained bruises, cuts, scratches;
- Beginning to bully other children/siblings;
- Becoming aggressive and unreasonable;
- Implausible excuses for the above.

should be taken seriously and the behaviour discussed between parents/carers and school.

This list is not exhaustive and there may be other underlying problems, however by working together in partnership with children and their families, we will ensure all our pupils are happy and safe.

What to do if you think bullying is happening at Howley Grange.

Howley Grange is a 'telling school'; all staff actively teach and encourage our pupils to tell an adult if they think bullying is happening in school. They may be being bullied themselves or have seen instances of bullying. We also understand that children may feel more comfortable to tell their parents/ carers at home and have an open-door policy regarding sharing concerns about bullying. All pupils and parents are encouraged to firstly discuss matters with their class teacher and then their relevant Assistant Head if things do not improve.

How will Howley Grange respond to bullying issues?

All adults at Howley Grange understand that bullying behaviour is harmful and unacceptable. They are made aware of this policy and regularly updated and trained on how to identify and deal with bullying incidents. Staff will listen effectively and non-judgementally when parents or children are trying to communicate about a bullying issue.

Class teachers should be made aware of all bullying issues regarding children in their class and initially they will investigate the matter to determine what strategies and support systems are needed. Class teachers will pass this information on to the relevant Assistant-Head who will provide further support where needed – whether this be working with pupils or meeting with parents to discuss incidents, outcomes and support, and report the issue and resolution to the Deputy Head.

All incidents of bullying behaviour are recorded on our online recording system 'CPOMS' – here assistant heads, deputy head and head teacher are all notified of the incidents recorded.

Any incidents of bullying will be discussed with the pupils' next class teacher at the end of the academic year to minimise the chance of issues re-occurring.

Support for students who are bullied

If a child has been bullied the priority is help them to feel safe. School staff must ensure that at all times the child's needs are paramount. The child will be allowed time to discuss what has happened and will be allocated a key person to talk to and share their worries with. This could be any member of staff with whom the child feels comfortable, however class teachers must be kept informed. Each case will be different and responses and strategies will be determined by the situation and the individuals involved. The following are strategies which may be used:

- Provision of a daily diary can help to monitor and identify the child's concerns.
- The introduction of a passport which will enable them to speak to their key person at any time during the school day.
- Inclusion in a social skills group to re build confidence.
- Introduction of a proud book to increase self-esteem.
- Restorative justice- speaking to the bully and sharing feelings.
- Use of a daily 'check in' with a key person to discuss how the day has been.
- Link with a 'buddy' for playground support.

This list is by no means exhaustive, class teachers will use their knowledge of the child and their professional judgement to determine the best support strategies to put in place.

Above all else the child should understand that everyone is going to work together to ensure the bullying is stopped.

Support for students displaying bullying behaviour

If a child has displayed bullying behaviour they need to recognise that their behaviour has been wrong and the reasons why. It must be clearly stated to them that Howley Grange will not tolerate this behaviour and the child will be supported to understand the impact of their behaviour on themselves and others.

Consequences should reflect the severity and persistence of the bullying and be used in line with the schools' behaviour policy.

The vast majority of cases will be dealt with at class teacher/phase leader level. In line with Howley Grange's behaviour policy, the class teacher will speak to the child about their behaviour and be moved down the class behaviour charts as deemed appropriate. Class teachers will then closely monitor behaviour, especially at 'social times' e.g. playtimes, lunch, transitions. Class teachers will inform parents of any issues and the support in place to help the child.

If the problems persist the behaviour policy will be followed, red cards will be issued and the child will be sent to the Assistant Head and the Deputy Head, this will then be followed by internal exclusions which can include being excluded from the classroom, playground or both. The Deputy Head will contact parents and invite them into school to formally discuss the matter.

Should the bullying behaviour persist then the school, child and parents/carers will work together to set personal behaviour targets for the child. Targets will be supported by the class teacher and monitored by the Assistant Head and Deputy Head.

In extreme cases of bullying the Head teacher and Governors will consider the use of fixed term exclusions as appropriate. In very persistent cases permanent exclusion may be necessary.

Throughout this process improvement and positive behaviour will be acknowledged and rewarded as appropriate.

Cyber Bullying - Matters relating to cyber bullying are incorporated within the e-safety policy. Howley Grange recognises that often cyber bullying happens outside of the school, which can at times restrict school intervention. In such situations where the difficulties are experienced within the home and/or on personal networks, parents and students are advised that it might be more appropriate to call for intervention from other agencies, such as their service provider. However, when issues are impacting on school life and the general wellbeing of a child, staff will follow procedures detailed within this policy. Howley Grange is a mobile free zone and as such all Year 5 and Year 6 children are required to hand their phones into the office at the start of the day. All other children should not be bringing in phones. As part of

'Safer Working Practice' and our schools 'Code of Conduct' all staff accept appropriate use of mobile phones on school premises.

As part of our ICT curriculum, pupils are educated on how to stay safe online and what to do if they feel they are being bullied or see things that they feel inappropriate.

The Prevention of Bullying

Howley Grange is proactive when teaching children about different types of bullying and what to do if bullying is happening in school. The following outlines some of the work that goes on in school to help all our children to become responsible citizens of the future:

- The Respect for All Code Of Conduct
- Rights Respecting Schools Award
- Class Charters
- Behaviour Ladders
- Wow Moments and Special Mentions
- Housepoints and Stickers
- Achievement Assemblies
- Staff as Role Models
- PSHE and RE curriculum
- Circle Time
- British Values
- Social Skills groups
- Themes assemblies, including Anti-Bullying
- Thinking School
- Anti-Bullying Buddies on playground

Monitoring and Evaluation

Cases of bullying are recorded, monitored and reviewed by the senior leadership team. The Deputy Head will keep a log of all bullying incidents. The Governors, Deputy Head and Assistant Heads will constantly review the effectiveness of the policy and the schools approach.

This policy should be read in conjunction with the following:

E-Safety Policy

Child Protection Policy

Looked After Children Policy

Equality Policy

SEN Policy

SMSC Policy

Behaviour Policy

Attendance Policy

Whistle Blowing Policy

Date: February 2019

Date of next review: February 2021

K Trueman-Brown and the Anti-Bullying Steering Group.



Further Information and Support

Specialist Organisations:

- [The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues;
- [Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people;
- [The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors;
- [The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively;
- [NSPCC](#): Information for teachers and others working with children and young people;
- [Childline](#): This is a free, confidential support service who speak to thousands of young people every day.
Telephone: [0800 1111](#), available anytime.

Cyber Bullying:

- [ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves;
- [Think U Know](#): Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers;
- [Digizen](#): Provide online safety information for educators, parents, carers and young people.
- [Advice on Child Internet Safety 1.0](#): The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT:

- [EACH](#): A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation;
- [Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education;
- [Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

- [Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people;
- [Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference;
- [Cyberbullying and Children and Young People with SEN and Disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism:

- **Show Racism the Red Card**: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism;
- **Kick it Out**: Uses the appeal of football to educate young people about racism and provide education packs for schools;
- **Anne Frank Trust**: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.