



Hampton Hargate Primary School

Anti-Bullying Policy

Date: SUMMER 2024

Review date: SUMMER 2025

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

Our Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

1) Our school ethos

Hampton Hargate Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals and the school community and families; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

2) Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

3) What is Bullying?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

ANTI-BULLYING ALLIANCE - Definition of bullying

Bullying - a definition

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying is NOT...

- Accidents.
- Fallouts with friends.
- Only happens one time.

Forms of bullying

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to gender.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Child on Child Abuse.
- Cyber bullying.

Cyber Bullying

When responding to cyber bullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of

the bullying activity to assist any investigation.

- Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
 - Inform the police if a criminal offence has been committed.
 - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

4) Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Signs of a child who is experiencing bullying may include:

- Distinct change in personality
- Sudden change in behaviour pattern
- Reluctance to leave adults
- Problems at home

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

The class teacher will probably be the first person to identify a problem. It is the professional duty of the adult to handle the child sensitively and discreetly.

The adult should:

- Take the incident or report seriously.
- Reassure the victim offering positive advice and action.
- The adult should refer to colleagues, Senior Leaders or the Head teacher depending on the severity of the bullying. It is important that records *should be logged at all times on Integris and if appropriate My Concern*. Parents/carers should also be contacted and informed.

5) School initiatives to prevent and tackle bullying

- Introduction of Peer Meditation.
- Provide a whole school focus on Anti-bullying once a year, during National Anti-Bullying week, and remind children throughout the year in assemblies and lessons, Circle time, PSHE lessons and Peer Mediation.
- Actively provide opportunities to develop pupils' social and emotional skills, including their emotional resilience and literacy.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children.
- Ensure that when dealing with the bully, it is the child's behaviour not the person that is addressed.
- Online safety frequently discussed and taught.
- Adopting behaviour management strategies as part of the school's Behaviour Policy based on the Cambridgeshire therapeutic approach.

6) The Role of the Children

- Children have a clear understanding of their rights and responsibilities.
- Encourage children to follow the correct procedures as outlined in the Child Friendly Anti-Bullying Policy.
- Children understand the Peer Mediation system.
- Children are encouraged to have the confidence to speak up if there is something happening to themselves or others.
- Children are encouraged to use the Mood Monsters and Worry Boxes.
- Children are invited to give their views about a range of school issues including Bullying.

7) The role of the adults at Hampton Hargate Primary School

We will:

- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through PSHE displays, through peer support/mediation and through the Student Council.
- Train all staff including lunchtime staff and Peer Mediators to identify bullying and follow school policy and procedures on bullying.
- Ensure pupils know how to express worries and anxieties about bullying. E.g. Mood Monsters, Worry Boxes. telling appropriate adults (such as teachers, TAs, dinner ladies, parents/carers), Reading Buddies, Peer Mediators, Student Council or confide in a friend or older pupil.

- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.
- Use of external experts to equip children with skills needed e.g. e-safety updates and workshops, NSPCC.
- Teach children to value and appreciate differences of gender, race, age, ability, belief and physical appearance.
- Help children to understand that everyone has a right to choose their friends and join different groups as long as it doesn't hurt other people.

We will also:

- Ensure that children/ parents / carers know whom to contact if they are worried about bullying.
- Ensure children/ parents / carers know who to talk to about bullying.
- Ensure children/ parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

8) Procedures for dealing with Bullying

If bullying is suspected we will:

- Talk to the suspected victim and any witnesses individually.
- Talk to the child/children suspected of bullying about what has happened (to discover why they became involved) and make it clear that this behaviour is not tolerated.
- If the child/children suspected of bullying are found to have behaved in this way, appropriate sanction procedures will be followed (in line with the Behaviour Policy). This can lead to internal seclusion, fixed term exclusion or permanent Exclusion.
- Record the behaviour on Integris, My Concern if appropriate.
- Monitor over a set period of time.
- Consider involvement of external agencies if appropriate.
- Involve all parties together to discuss the issues.
- Provide individual counselling and support for all children involved as necessary
- Inform parents.
- Allow children time to sort things out but when necessary support children individually or together.
- Follow up with further discussions with individuals as and when appropriate.

If a parent/carer believes their child is being bullied they can:

- Encourage the child to speak to them, a teacher or use one of the options available to them at school (e.g. worry box).
- Speak to the child's class teacher and express their concerns.
- If after an issue has been identified and dealt with, you are unhappy with the outcome then please speak to your child's teacher. If you are still concerned then it may be brought to the attention of a senior member of staff or the Headteacher.

9) Preventing Bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.

- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10) Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk

- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational
- LGBT
- Barnardo's LGBT Hub:
www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

11) Links with other school policies and practices and a
This policy links with several school policies, practices and action plans including:
Behaviour Policy
Complaints Policy
Child Protection Policy
Confidentiality Policy
E Safety and Acceptable Use Policies
Curriculum Policies such as PSHE, Citizenship and computing
Mobile phone Policy

12) Monitoring and Review

This policy will be reviewed every year.

Review date: Summer 2025

This policy was adopted by The Governing Body on 19th June 2024.

Signed:  on behalf of the Governing Body

Date: 19th June 2024