



## Anti-Bullying Policy

<b>Date adopted by Governors:</b>	<b>March 2024</b>
<b>Date for policy review:</b>	<b>March 2025</b>
<b>Person responsible for review:</b>	<b>Headteacher</b>
<b>Signed by Chair of Governors</b>	<b>James Stacey</b>

## STATEMENT OF INTENT

We are committed to encouraging positive working relationships, by providing a caring and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Heathcote Primary. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell someone. All children are to be treated with dignity and respect whilst at school. This policy should be considered in conjunction to our Building Positive Relationships Policy.

## WHAT IS BULLYING?

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others will need support in order to address the problem.

Bullying differs to acts of unkindness. In order to recognize and define bullying the following conditions are to be met:

1. Repeated
2. On purpose
3. Intended to cause harm
4. Imbalance of power

## ANTI- BULLYING CODE

How can I stop bullying?

***Don't:** Take part in bullying*

***Don't:** Get involved, tell adult*

***Don't:** By a bystander and ignore bullying*

***Do:** Listen if somebody tells you they are being bullied.*

***Do:** Encourage them to tell an adult what has been happening. To help you could offer to go with them to talk to a teacher or an adult or offer to tell an adult for them.*

Bullying may include a **persistent repetition** of one or more of the following:

- Being hit, kicked, pinched, spat at or threatened
- Being called names continuously
- Being made a fool of
- Being teased continuously
- Being the victim of rumours or malicious gossips
- Having property destroyed or spoilt
- Having property taken without consent
- Being socially excluded
- Receiving racial taunts, graffiti and gestures
- Receiving unwanted physical contact or abusive comments

## Objectives

- To provide a welcoming, safe, secure environment for pupils in and around school.
- To bring pupils to an understanding of the difference between acceptable and unacceptable behaviour.
- To promote responsible behaviour and self-discipline throughout the school

- To encourage pupils to respect themselves, fellow members of the community and property.
- To ensure our pupils believe in democracy and respect all voices in society, no matter what their faith or belief.
- To educate against prejudices.
- To provide sensitive and immediate support for pupils who are distressed by the actions of another pupil or pupils.
- To provide appropriate support for the bully in adapting their behaviour.

### **Procedure**

When a member of staff becomes concerned or is made aware that bullying may be taking place, it is shared with the safeguarding team and recorded on CPOMS (school's online, secure recording system). Pattern spotting is crucial to the identification of bullying. Individual incidents are resolved in line with the school's Building Positive Relationships Policy. However, when a pattern occurs (incidents involving the same pupil multiple times) the staff member should refer to the four characteristics of bullying to ensure that any incidents of bullying are correctly identified:

1. Repeated
2. On purpose
3. Intended to cause harm
4. Imbalance of power

The Senior Leadership Team must be made aware that bullying has occurred. A plan to investigate and address bullying will be put into place. It is then followed up in the following way:

- All pupils involved are monitored by relevant staff and the class teacher gathers monitoring evidence.
- The evidence is recorded.
- If concerns are not substantiated no further action is taken apart from our usual regular teachings of friendship and relationships.
- Substantiated incidents will be discussed with a senior member of staff and the parents of the pupils involved.
- Class teacher, senior member of staff and parents work together to implement strategies to resolve the situation (see below)
- Strategies are monitored by the class teacher and senior member of staff.
- Strategies and minutes of meetings are recorded on CPOMS.
- Relevant members of staff are made aware in order to support the monitoring and course of action.

### **Spotting Signs of Bullying**

A child may indicate by signs of behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child (this is not an exhaustive list):

- is frightened of walking to or from school
- doesn't want to go on the school/public bus (if used)
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering

- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to perform poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

**What should parents do if they suspect their child is being bullied?**

- Listen and reassure them that coming to you was the right thing to do.
- Assure them that the bullying is not their fault and that they have family that will support them.
- Reassure them that you will not take any action without discussing it with them first.
- Don't encourage retaliation to bullying - such as violent actions. It's important for children to avoid hitting or punching an abusive peer. Reacting that way has negative and unpredictable results- they may be hurt even further, and find that they are labelled as the problem. Rather suggest that they walk away and seek help.
- Find out what your child wants to happen next.
- In the first instance, discuss the situation with your child's teacher. They will be able to discuss action to support the children involved with the view to ensure that the situation is resolved.
- If this step does not resolve the issue, then a referral will be made to the Senior Leadership Team to provide a high-level of support – this referral can be made either by a staff member, parent or child. The Senior Leadership Team will triage the situation and escalate to the Headteacher if they deem necessary.

**Strategies to resolve issues of bullying**

Strategies employed will be appropriate to the incident being monitored and will include one or more of the following but are not exhaustive:

Both the victim and the perpetrator will be given support in order to resolve the situation and bring about significant change.

- Obtaining an apology from the perpetrator to the victim.
- Providing opportunities for mediation meetings between the perpetrator and the victim.
- Imposing sanctions against the perpetrator (see Building Positive Relationships Policy.
- Sometimes the victim (with support from a teacher) may decide the sanction
- Insisting on the return of the “borrowed” or stolen items
- Holding lessons, class or group discussions, assemblies about bullying.
- Implementing a series of circle times.
- Providing a safe place / environment during school hours for the victim as appropriate.

- Encouraging the perpetrator to change their behaviour with guidance and support.
- Providing resources to the family to work together on changing the behaviour e.g. Anti-bullying booklet
- In cases of extreme bullying, advice will be sought from support services and suspension may be considered.

### **Staffing and Supervision**

We have high expectations of behaviour at Heathcote Primary and staff routinely take an active interest in the behaviour of all pupils both in the classrooms and around the school. We foster a culture of shared responsibility, everyone working together for the wellbeing of our pupils. Together we strive for best practice and believe that through our high level of commitment the children are well supervised at all times. We supervise movement around the school and have appropriate adult supervision in the playground areas.

### **Preventative Measures**

In order to prevent bullying the following measures are taken:

- All staff are vigilant and observe behaviour and social relationships between pupils in class, at break times and when moving around the school.
- All staff recognise that they have a collective responsibility to all the children in the school and act on any changes to behaviour.
- Staff will immediately share concerns with the safeguarding team if they suspect an incident of bullying and begin the process of monitoring those concerned.
- All staff act as role models and establish high standards of behaviour between themselves, showing courtesy to each other, visitors and the children.
- Lessons are structured so that children are grouped in a variety of ways.
- Children are encouraged to tell a member of staff if they have a concern.
- Posters to encourage respectful behaviour are displayed around the school.
- Anti-bullying (worry) boxes are displayed in classrooms.
- Recognising and building positive and healthy relationships is taught through the PSHE curriculum.
- Protective Behaviours training is given to all children.
- Participation in Anti-Bullying week (usually November) through Anti-Bullying Alliance.

**THESE SIGNS AND BEHAVIOURS COULD INDICATE OTHER PROBLEMS, BUT BULLYING SHOULD BE CONSIDERED A POSSIBILITY AND SHOULD BE INVESTIGATED.**

