Anti-Bullying Policy
Hayward's Primary School

Written by:	School Adapted Policy Based on guidance including 'Bullying, Prejudice and Racism Incidents (BPRI)' – September 2022	Signed:
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Next review due by:	October 2024	

Rationale

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it. *At Hayward's Primary School we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour and will not be tolerated.*

This policy takes account of the Bullying, Prejudice and Racism Incidents (BPRI) 'Preventing, Reporting and Supporting' guidance produced for schools by Devon County Council in September 2022.

Statutory duty of Schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2022.

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

The Education and Inspection Act 2006

Keeping Children Safe in Education 2022

Equality Act 2010

Protection from Harassment Act 1997

The Malicious Communications Act 1988

The Communication Act 2003

The Public Order Act 1986

Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

We aim to:
- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour
- To take positive action to prevent bullying from occurring through a clear school PSHE programme
- To show commitment to overcoming bullying by practising zero tolerance
- To support children who are bullying to develop alternative ways of behaving and support them in understanding the consequence of their actions.

- To inform staff, parents and pupils of the school's expectations and partnership to maintain a bully-free environment.
- To continue our commitment to equal opportunities and promotion of diversity.

Definition

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of a protected characteristic (something referred to as 'identity-based bullying').

Prejudice-related incidents are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with theintention to harm or cause offence. (Bulling, Prejudice and Racism Incidents – BPRI, Devon County Council, September 2022).

Anti-Bullying at Hayward's

At Hayward's we will create a culture where bullying is not acceptable. The whole school community will:

Environment
- 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 (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionally impacted by bullying and 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.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support
- 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 school's 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
- 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 – when relevant.
- 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.

We define bullying as <u>STOP</u> to children – Several Times On Purpose.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

At Hayward's, we use the phrase **S**everal **T**imes **O**n **P**urpose (STOP) to help the children tell the difference between bullying and general unpleasant actions.

Anti-Bullying is the first part of the Hayward's Code
"We have the <u>right</u> not to be bullied in any way, shape or form. We have the <u>responsibility</u> not to bully others and to report any bullying we see."

Bullying can include:

TYPE OF BULLYING	DEFINITION
Verbal	Name-calling and ridicule such as racist or homophobic remarks.
Emotional	Being unfriendly, excluding, tormenting, name calling, taunting, mocking, making offensive comments, gossiping; excluding people from groups.
Physical	Hitting, kicking, pushing, unwanted touching, threatening with a weapon, taking another's belongings, any use of violence
Incitement	Spreading rumours or encouraging others to participate.
Segregation	Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group.

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, forcing a child or young person to take part in sexual activities or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
Property	Theft or damage to personal property; extortion.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. Staff will take any concerns seriously and will not accept the use of the term "banter" in justifying behaviour of this nature. School also recognise that that bullying can also take place from adults to children and will be vigilant of this taking place at all times.

Bullying can happen to anyone
This policy covers all types and forms of bullying including:
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  Bullying related to race, religion, faith and belief and for those without faith
  Bullying related to ethnicity, nationality or culture
  Bullying related to Special Educational Needs or Disability (SEND)
  Bullying related to sexual orientation (homophobic/biphobic bullying)
  Bullying related to gender identity

Why might children bully?

Children bully for several reasons; they may have experienced some kind of trauma, or be struggling to deal with their emotions, be suffering from low self-esteem, are being bullied (or have been bullied) themselves, they may have an irrational fear, it may come from ignorance, they may want to achieve a sense of power, it could be because of envy, it could be because they are trying to conform (going along with others) and are struggling at home or with relationships. It is important to establish what is troubling the bully and to work with them to relieve their problems at the same time as making it very clear that bullying others is unacceptable.

If you find out your child has done something to hurt someone else or has demonstrated bullying behaviour towards someone else, you're likely to feel angry, disappointed or any number of other strong emotions.

Explain that what they're doing is unacceptable. Children and young people don't always realise what they're doing is bullying, or understand how much their actions have hurt someone.

Further information about bullying is available from:

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#bullying

https://childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/

Who can be the victim of bullying?

Many children, young people and adults are bullied because they are seen to be different. This is usually referred to as prejudice-related bullying. Children and young people may be seen as different because of their:
- ethnicity
- religion or culture
- sexual orientation (perceived or actual)
- gender or transgender identity (perceived or actual)
- Special Educational Needs or disabilities.
- Physical appearance (over-weight)
- Social Status (affluent, deprived, in care).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. Equally we encourage parents to report any concerns they may have.

What to do if you are being bullied?
Anti-bullying education

The school holds regular assemblies each term to reinforce the theme of being anti-bullying.

The school recognises Anti-Bullying week and focuses on this each year, at a whole school, group and where necessary an individual basis. PSHE lessons are tailored to deal with this theme at a similar time to the whole school assembly. The school recognises the event 'Wear Odd Socks to School Day' to recognise diversity and to promote excitement in being different.

Bullying is clearly defined to the children and the following strategies are reinforced. If an incident follows during the year children are reminded of the strategies.
- We encourage children to STOP (Start Telling Other People)
- Remember that your silence is the bully's greatest weapon
- Tell yourself that you do not deserve to be bullied and that it is wrong

- Be proud of who you are. It is good to be individual
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fears
- Stay with a group of friends/people. There is safety in numbers
- Be assertive-Shout "NO!" Walk confidently away. Go straight to a teacher or other member of staff. You can go to a friend who will go with you to find an adult you trust.
- Fighting back can make things worse
- It is best to tell an adult you trust straight away. This could be someone at home or at school. You will get immediate support. We help the children create a 'five finger network' of key, trusted adults that we can draw on if we are in a difficult situation.
- School adults will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you. When appropriate this will be seen as a confidential chat.

What do you do if you know someone is being bullied?

- Take action! Watching and doing nothing won't make the bullying stop
- Tell an adult immediately. School adults will deal with the bully without getting you into more trouble.
- Staff will report the incident initially through CPOMS and follow this up with discussion with a Safeguarding Lead.
- Parents can put their concerns in writing to the school. These will be investigated and followed up by a Safeguarding Lead.

Strategies for dealing with bullying - Disciplinary procedures

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the member of staff who has been approached will deal with the incident immediately.
- Discussions at length with the victim. This will require patience and understanding. Remember –Listen, Believe, Act. When appropriate this will be seen as a confidential chat. This version of events will be added to CPOMS and will be tagged as a bullying incident.
- The school will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm and involving them in any decision making, as appropriate.
- Identify the suspects in the bullying incident. Talk to anyone else involved to gather information. Advise the Headteacher or Assistant Headteacher.
- Discussions with the bully. Talk to them with all the details and ask them to tell their side of the situation/incident. Make it clear that bullying is not acceptable at Hayward's School.
- If they take responsibility, or enough evidence is uncovered, then follow the expected procedure, recording on the behaviour log and bringing it to the attention of the SLT.
- If the situation is unresolved, report concerns/issues to SLT for further investigation.
- The victim should be reassured and a restorative approach will be used as appropriate to age and understanding.
- Communication will occur with the victim's parents and perpetrator's parents to inform them of the situation and resolution.
- Where the bullying of or by pupils takes place off the school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. At Hayward's this is through our CPOMS system. This will include recording appropriate details regarding decisions and action taken. The designated safeguarding lead will look for patterns and trends when monitoring CPOMS.

Cyberbullying

When responding to cyberbullying 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. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully)
  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.
- Ensure parents are fully informed throughout the process, they understand that they will need to take preventative steps and school will provide support if required.
- 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.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion through PSHE curriculum, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. This will be supported through the Computing Curriculum.

Headteacher and Assistant Headteachers will review events that are occurring. Possible patterns of behaviour will be explored.

The school will, at least annually, seek the views of parents and children about bullying in school.

Supporting Pupils

Pupils

Pupils who **have been bullied** will be supported by:

- offering an immediate opportunity to discuss the experience with their teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

- Putting in place actions/plans which will minimise the chance of it happening again.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who **have bullied** will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

What happens next?

The following steps can be taken in line with the School Behaviour Policy. This will include:

- official warnings to cease offending
- time in the school time-out room/missed break times and lunchtimes
- exclusion from certain areas of school premises
- the child who is the perpetrator may be moved to another class.
- internal exclusion (refer to internal exclusion guidance)
- fixed-term exclusion
- permanent exclusion.

In line with county expectations, we will report any incidents of bullying and prejudice/hate incidents and race incidents (BPRI). This will include incidents outside of the establishment.

The incident will not result in the child having a criminal record, unless the incident was a crime in which case the school will have contacted the police directly. If it is reported to the police, a BPRI submission should also be completed.

The appropriate referral form will be submitted through the online platform at the following link: https://www.smartsurvey.co.uk/s/ReportingBPRI/

Role of Parents and Carers

Parents have an important part to play in our anti-bullying policy. We ask parents and carers to:

- Understand that bullying is defined as 'several times on purpose' and show understanding that one-off incidents can happen in school and will be appropriately dealt with in line with the school behaviour policy. Try to avoid using the term bullying incorrectly.
- Look out for unusual behaviour in your children. For example they may suddenly not wish to attend school, feel ill regularly, or nor complete work to their usual standard.
- Take an active role in your child's education. Enquire about how their day has gone, whom they have spent the time with etc
- If a child has been bullied, please do not approach the other child in the playground or involve an older child to deal with the bully. Please also don't approach the parents of the bully. **Please inform school immediately.**
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know that your child is involved in bullying, please discuss the issue with them and inform school. The matter will be dealt with appropriately.

Staff Responsibilities

- Implement procedures to confront bullying in any form
- Listen to all parties involved in incidents
- Investigate as fully as possible
- Take appropriate action, or refer the matter to the headteacher or assistant headteacher for further action
- Record on CPOMS and inform parents of bullying incident
- Promote the use of a range of teaching and learning styles and strategies which challenge bullying
- Promote diversity and inclusion through all lessons.
- Through lessons, help children to see that they are not alone if they have experienced bullying and that positive outcomes occur when bullying is reported.
- Lead by example and demonstrate the school values.
- Promote the use of interventions which are least intrusive and most effective.
- Actively take part in anti-bullying week and related activities.

Monitoring, Evaluation and Review

Governors will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school and publicised to parents (through the school website), staff (by email) and children (through assemblies and work in PSHE lessons).

Governors will be notified of any incidents of bullying (inc. prejudice related incidents) in the three weekly Safeguarding reports. Patterns and trends will also be discussed within this forum.

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

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-ofpractice-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
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
Educate against Hate: www.educateagainsthate.com

LGBT
Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
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