Hardwick Primary School

Caring Achieving Respectful Exciting

Anti-Bullying Policy

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Introduction
All children and young people have the right to go about their daily lives without fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Hardwick Primary School, we are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to 'tell' and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a 'telling' school. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

This policy is underpinned by the schools Good Behaviour Policy, with particular reference to the *Good to be Green Rewards and Sanctions* which states clearly, the consequences for unacceptable behaviour that is observed. It should also be read in conjunction with the Safeguarding Policy, which takes into account the guidance and information from *Working Together to Keep Safeguard Children* March 2015 and *Keeping Children Safe in Education* DfE July 2015, *Preventing and Tackling Bullying October* DfE 2014, *Bullying at School* updated guidance DfE July 2015, *Cyberbullying:Advice for headteachers and school staff* DfE November 2014

What is bullying?
There is no legal definition of bullying.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is often aimed at certain groups, eg, because of race, religion, gender or because of sexual orientation.

'Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through threat of violence or by isolating them either physically or online.' Preventing and Tackling Bullying DfE October 2014

Bullying generally takes one of four forms:
- Indirect – being unfriendly, spreading rumours, excluding, tormenting
- Physical – pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal – name-calling, teasing, threats, sarcasm
- Cyber – all areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by text message and phone call, misuse of associated technology (camera and video facilities)

Why is it important to respond to bullying?
Bullying hurts. No one deserves to be bullied. Everyone has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

State schools and the law
Hardwick Primary School follows the anti-discrimination law. All staff act to prevent discrimination, harassment and victimisation within the school.
Headteachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, eg on public transport or in a town centre. The Inclusion Leader, in liaison with the Headteacher may decide to report such incidences of bullying that take place out of school to the Police, Social Care or Derby City Council.

Objectives
- All children, parents, teachers, teaching assistants and governors should have an understanding of what bullying is
- All teachers, teaching assistants and governors should know what the school policy is on bullying and follow this policy when bullying is reported
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported
- All stakeholders know and understand that will not be tolerated

Implementation
The Good Behaviour Policy and the Anti-Bullying policy correlate. Behaviours and sanctions listed in the Good to be Green element of the Good Behaviour Policy should be adhered to at all times by teachers, teaching assistants and non-teaching staff.

The following disciplinary steps will be taken:
- If bullying is reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded in the 'Behaviour' section on SIMs
- 3 negative SIMS points will be added to the child's behavior record as a consequence
- The Inclusion Leader will be informed of any incidences of bullying
- The child will be sent to 'Time Out C' in the Year Leaders classroom and/or the 'Lunch Time Learning Zone' immediately for up to 2 days.
- The Year Leader will speak to parents and a letter will be sent home
- If bullying continues a Senior Leader will contact parents/carers and invite them in to school for a meeting to discuss inappropriate behaviour
- If bullying continues the child may be excluded from school

Children who have been bullied will be supported by:

- Parents will be contacted by the Year Leader and informed of the incident as the earliest convenient time
- The child will be offered the opportunity to talk about the incident with a familiar adult from the year group
- The child will be reassured
- Year group staff will monitor the situation
- The child may be referred to the Pastoral Care Team for support to restore self-esteem and confidence

Children who have bullied will be helped by:

- Discussing what happened with the Year Leader
- Discovering why the child became involved
- Establishing the wrong doing and the need to change
- Informing parents/carers to help change the attitude and behavior of the child
- Any discipline must take account of special educational needs or disabilities that children involved may have

Some forms of bullying are illegal and these will be reported to the Police by the Inclusion Leader. These include:

- Theft
- Violence of assault
- Hate crimes
- Repeated harassment or intimidation (eg, name calling, threats and abusive phone calls, eails or text messages.

The PSHE Leader will work with the Inclusion Leader to increase staff knowledge and skills about anti-bullying strategies. All staff will raise awareness of the nature of bullying by teaching the relevant PSHE curriculum to their class. Children will also access 'R' Time sessions and CARE assemblies in an attempt to eradicate bullying.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Prevention

- All school staff and governors will promote the CARE code
- Every classroom will have a Good Behaviour Board which consistently displays relevant agreed information
- CARE assemblies will include anti-bullying information
- The school will actively engage children in the national Anti-Bullying Week annually
- The number of bullying incidents will be monitored annually
- Children may be offered a place in the school's Nurture Group to re-educate (bully) or develop self-esteem and confidence (victim)

- Parents will be asked to sign the Home School Agreement and support the schools policies and procedures, including those with a focus on developing Good Behaviour and Anti-Bullying

Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate signs or behavior that he or she is being bullied. All staff in school should be aware of these sign and if appropriate investigate themselves or pass concerns to the Inclusion Leader or Pastoral Care Team if a child:

- Is frightened of walking to or from school, if they normally would (Y5/Y6)
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threats suicide or runs away
- Cries themselves to sleep at night, or has nightmares
- Uses excuses to miss school
- Begins to suffer/deteriorate academically
- Presents with torn clothes or damaged books and belongings
- Has possessions which are damaged or go missing
- Asks for money or starts stealing money (to pay a bully)
- Has dinner or other money that regularly gets ‘lost’
- Has unexplained cuts or bruises or shows signs of being in a fight
- Presents as hungry
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Changes their eating habits
- Goes to bed earlier than usual
- Is unable to sleep
- Wets the bed
- Is frightened to say what is wrong
- Gives unlikely excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a call, text or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated