

HEVINGHAM AND MARSHAM PRIMARY PARTNERSHIP

ANTI-BULLYING POLICY

The aim of our anti-bullying policy is to ensure that children 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 children be able to fully benefit from the opportunities available in our schools. Throughout the school we foster in our pupils self-esteem; self-respect; and respect for others.

Bullying is defined as "*Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves*". It is an abuse of power.

The four main types of bullying are:

- Physical (e.g. hitting; kicking; theft; spitting; throwing missiles; or interfering with or damaging another's property.)
- Verbal (e.g. name calling: racist remarks; or ridiculing another person's appearance, way of speaking or personal mannerisms.)
- Indirect (e.g. spreading rumours; excluding someone from any groups or activities; belittling another pupil's abilities and achievements; or writing offensive notes or graffiti about another pupil.)
- Cyber bullying (e.g. using technology for verbal or indirect bullying or intimidation.)

Schools' teaching and support staff have all received up to date training. They must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. Children 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 being absent from school. Children in our schools are strongly encouraged to report bullying to an adult they trust or the *Bully Busters*. These are carefully selected and trained pupils from year 5/6 who work as peer counsellors, well supported by staff.

Our statutory duty - what we must do by law.

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying among children. Head teachers have a legal duty under the School Standards and Framework Act, 1998; the Education Act, 2002; section 89 of the Education and Inspections Act, 2006; and the Equalities Act, 2011 to draw up procedures to prevent bullying among children and to make sure that staff, children and families know about these procedures. Under the Children's Act, 1989, a bullying incident should be addressed as a Child Protection concern where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

This is what will happen if bullying is reported to us:

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded on a 'vulnerable child' form and given to the head teacher. This will be kept with safeguarding information.
- An appropriate member of staff will interview all concerned and will record the action on the afore mentioned form
- Other members of staff will be kept informed and where relevant parents will be notified.
- Sanctions will be used as appropriate and in consultation with all parties concerned. The schools use a restorative approach to restore trust and to help children to understand the consequences of their actions.
- If necessary, staff will draw on a range of external services.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- Reassuring the child that the school is taking action
- Offering continuous support
- Restoring self-esteem and confidence.

Children who have bullied will be helped by:

- Discussing what happened
- Discovering why the child became involved
- Establishing the wrong doing and the need to change

- Ensuring the child understands about the harm that has been caused and making amends.
- Informing parents or guardians to help change the attitude of the child.
- Ensuring the child understands what they need to say and do to make their victim feel safe.

It is hoped that using a restorative approach will resolve bullying in its early stages. The school staff will use appropriate strategies for the stage of development of the child.

The following disciplinary steps can be taken:

- Official warnings to cease offending – this should be carried out by the head teacher in partnership with the class teacher and when possible the main carer.
- Exclusion from particular school activities – as a planned strategy to minimise risk and to help the child who has bullied think in a calm reflective way about consequences.
- Exclusion from certain areas of school premises – as above
- Minor fixed-term exclusion – when in-school strategies have not worked
- Major fixed-term exclusion.
- Permanent exclusion- this would only be used as a very last resort and the school would seek to work with other agencies and schools to re-integrate the child into a more appropriate setting where risk of re-occurrence is minimised

Within the curriculum the school will raise the awareness of the nature of bullying through PATHS (Promoting Alternative Thinking Strategies) our PSHE programme. We have introduced *Bully Busters* who have carried out surveys and questionnaires to establish the needs and views of both pupils and carers. They also contribute to assemblies and visit each class to help explain bullying and its consequences. We have installed a “bully box” where pupils can post their concerns and speak to the *Bully Busters* or a member of staff. We have an anti-bullying notice board and posters around the school. Each term every pupil selects their “High Fives” -five adults at home and school they would choose to talk to if they had any problem or were feeling uncomfortable in any way. There is additional input from the school council, assemblies and subject areas as appropriate. Teachers will signpost children and use resources on the www.kidscape.org.uk website, in particular the ‘Don’t Bully Me!’ booklet for ‘child speak’ statements.

Bullying Outside School Premises (refer to *Preventing and Tackling Bullying Document* – Dfe Nov. 2011)

The Head teacher has a specific statutory power to discipline pupils for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of staff. This can relate to any bullying incidents occurring anywhere off the school premises.

When bullying outside school is reported to school staff, it will be investigated and acted on. The Head teacher will also consider whether it is appropriate to notify the police or PCSO in the local authority.

Monitoring, evaluation and review

This policy is written with regard to our Single Equality Scheme to:

Promote equality of opportunity to ensure equality of education and opportunity for staff, children and all those receiving services from the school, irrespective of gender, disability or race.

This policy will be adopted in October 2015 and reviewed as required. Incidence of bullying and the effectiveness of intervention will be monitored half termly as part of the safeguarding monitoring meeting.

Please also refer to: Safeguarding Policy, Behaviour for Learning Policy and Child Anti-bullying policy written by Bully Busters.

Policy approved by the Governing Body of Hevingham and Marsham Primary Schools.

Signed **Chair, Staff**

Dated