

Hevingham and Marsham Primary School Partnership and Hevingham Under 5's

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.) These may, or may not, include comments based on the legally protected characteristics
- 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 **Friendly Faces**. 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 for schools to meet 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,

2004, 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 'myconcern' and the Nurture Lead will be informed. This is kept with safeguarding information.
- An appropriate member of staff will discuss with all concerned and will record the action taken.
- Other members of staff will be kept informed and where relevant parents will be notified.
- Appropriate consequences will be employed 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 has chosen this poor choice
- Establishing the wrong doing and the need to change
- Ensuring the child understands about the harm that has been caused and making repair the relationship
- 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
- In school fixed-term suspension – where in-school strategies will be put in place
- Fixed-term suspension from the school site- when in-school strategies have not worked, this will be in line with the school behaviour policy
- Permanent suspension- 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) and our PSHE programme. We have **Friendly Faces** 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 a “bully box” where pupils can post their concerns and speak to the **Friendly Faces** 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. 2017)

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 Equality policy to:

Our Partnership aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it