

HEATHFIELD PRIMARY SCHOOL



ANTI BULLYING POLICY

Signed Head:
Signed Chair:
Date:

INTRODUCTION

A school must provide a safe, secure environment, in which children develop into independent confident learners, and play an active part in their education. In order to achieve this it is necessary to develop a school ethos where bullying, either physically or emotionally, in person or via electronic communication, is totally unacceptable. Our aim as a school is to enable all pupils to learn without anxiety, and to make all members of staff both teaching and non-teaching, aware of the procedures to be followed when incidents of bullying are reported. It is also important that we make our pupils aware of the school's position with regard to bullying and create a supportive atmosphere for those who are experiencing it. When we talk about bullying, we also include cyber bullying within this definition.

We aim to be a *telling* school. That means that *anyone* who knows that bullying is happening is expected to tell the staff.

DEFINING BULLYING

Whilst we teach children to understand the definition of bullying as repeated actions as listed, we encourage any upsetting incident to be reported so that patterns may be detected. These behaviours will then be dealt with in accordance with our behaviour policy, but not be considered 'bullying' in themselves.

Examples of conduct that may constitute bullying include, but are not limited to:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humour;
2. Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing or via social media;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.

These behaviour if directed towards one party may be send as bullying, we acknowledge that these behaviours may exist equally between two parties who do not get on, this will be seen as separate to bullying.

B. "Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyberbullying include, but are not limited to:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website or other online application;
2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the target;
3. Impersonating or representing another student through use of that other student's electronic device or account to send e-mail, text messages, instant messages (IM), or phone calls;
4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone; and

5. Using a camera phone or digital video camera to take and/or send embarrassing or “sexting” photographs of other students.

C. “Retaliation” means an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes reporting an act of bullying when it is not made in good faith.

ROLES AND RESPONSIBILITIES

Any incidents of bullying which do occur in our school are taken very seriously and dealt with appropriately. It is the responsibility of the Headteacher to ensure that all staff, both teaching and non-teaching are aware of the school policy and know how to deal with incidents of bullying. It is the responsibility of all staff to implement the school’s anti-bullying policy. Measures taken to ensure this include:

- the Headteacher and staff ensure that all children know that bullying is wrong. Assemblies and P.S.H.E. lessons may be used as a vehicle for this;
- positive reinforcement and assertive discipline techniques are used in order to develop a climate of mutual respect, friendship and trust, and one in which bullying is less likely;
- staff take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept on CPOMS of any incidents that do occur;
- parents of children involved in bullying incidents will be contacted, in order to discuss the situation;
- any parental concerns that have been reported to the school will be followed up immediately and actions noted on CPOMS;
- staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management; such incidents are also flagged within the standing item on the staff meeting agenda for child protection issues
- parents have a responsibility to support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school.

PROCEDURES

1. All bullying incidents will be reported to staff.
2. The class teacher will record incidents on CPOMS.
3. Conversations will take place to make all parties aware that the school is investigating bullying
4. A programme will be implemented by staff to eliminate the bullying behaviour.
5. If the bullying behaviour persists, parents will be invited in to a formal meeting.
6. Further work will be done, in partnership with parents, to eliminate the bullying behaviour.

If all these procedures do not halt the bullying behaviour, exclusion will be considered. This would be as a last resort and after all other avenues have been exhausted. This is also detailed within our behaviour policy.

SUSPECTED BULLYING

It is important to note that the school can not take action if we are unaware that bullying is suspected. We promote an open culture where children are encouraged to report all concerns to members of staff. Where concerns are reported, the matter will be investigated through speaking to the children involved.

Senior leaders will attempt to establish if the children are aware of the impact of their actions on the other party, as some times children may engage in unkind behaviour without intending malice to the other child. Senior leaders will also attempt to establish if the issue constitutes bullying; ie targeted and repeated behaviour, or is a scenario where both parties are sharing in unkind behaviour to one another equally. In the latter instance, the behaviour policy, rather than the anti-bullying policy would apply.

Unkind behaviour versus bullying

Once children have been spoken to about their behaviour choices they will be encouraged to see the impact of these choices on others. Where unkind behaviour has been identified, the senior leader dealing with the case will write to parents to inform that if repeated occurrences of this behaviour go unchanged, **further** instances of targeted unkindness would be classed as bullying. Our behaviour policy outlines sanctions for targeted bullying.

CYBER BULLYING

Heathfield takes all manageable steps to reduce the risk of cyber bullying and is proactive in its teaching of the awareness of bullying relating to social media. We work with parents to ensure parents are aware of the

need to monitor their child's online activity and to be aware of guidance around age restrictions for social media.

LEGAL ISSUES

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

POLICY

Heathfield CP educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, through PSHE and in ICT lessons and assemblies, continue to inform and educate its pupils in these fast changing areas.

Heathfield CP trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it. Heathfield CP endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet in any other location within the school which may from time to time be used for such work, without a member of staff present. Where appropriate and responsible, Heathfield CP audits ICT communications and regularly reviews the security arrangements in place.

Whilst education and guidance remain at the heart of what we do, Heathfield CP reserves the right to take action against those who take part in cyber-bullying.

- All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.
- Heathfield CP supports victims and, when necessary, will work with the Police to detect those involved in criminal acts.
- Heathfield CP will use, as appropriate, the full range of sanctions to correct, sanction or remove pupils who bully fellow pupils or harass staff in this way, both in or out of school.
- Heathfield CP will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment.
- All members of the School community are aware they have a duty to bring to the attention of the Head any example of cyber-bullying or harassment that they know about or suspect.

GUIDANCE FOR STAFF

If you suspect or are told about a cyber-bullying incident that has happened within school, follow the protocol outlined below:

COMPUTERS

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Accompany the pupil, taking the offending material, to see the Head or member of SLT
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

At Heathfield, we do not permit the use of mobile phones by children within the school day. Mobiles are kept in the lock up at the school office. On occasion, the school may deem it necessary to follow up instances of cyber bullying that have happened off site. It would not be appropriate for sanctions to be applied in school for behaviour that takes place out of school hours. Offsite incidents will be followed up in school where the wellbeing of pupils in the school is being affected.

GUIDANCE FOR PUPILS

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, your teacher, teaching assistant, learning mentor or the Head.

- Do not answer abusive messages but log and report them
- Do not delete anything until it has been shown to a responsible adult in school or your parents/guardian or the Head (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details
- Never reply to abusive e-mails
- Never reply to someone you do not know

GUIDANCE FOR PARENTS

It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Heathfield CP informs parents of the cyber-bullying policy and the procedures in place to deal with cyber-bullying.

- Parents can help by making sure their child understands the school's policy and, above all, how seriously Heathfield CP takes incidents of cyber-bullying
- Parents should also explain to their sons or daughters legal issues relating to cyber-bullying
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- Parents should contact the Head as soon as possible. A meeting can then be arranged with the Head, which may involve other relevant members of staff
- If the incident falls in the holidays, Heathfield CP reserves the right to take action against bullying perpetrated outside the school which spills over into the school and affects pupil's wellbeing within our setting.

E-SAFETY AT HOME

Several sites offer helpful advice to parents, particularly with respect to how they can best monitor their child's use of the computer at home. Important and useful information can be found on the following site:
www.nextgenerationlearning.org.uk/safeguarding-learners/Safeguarding-learners-content/Parents-and-carers/

SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the unacceptability of the behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of sanctions should be characterised by certain features:

- it must be clear why the sanction is being applied;
- it must be made clear what changes in behaviour are required to avoid future sanctions;
- group sanctions should be avoided as they breed resentment;
- there should be a clear distinction between major and minor offences;
- it should be the behaviour rather than the person that is punished.

Where sanctions alone do not improve the behaviour of the individual(s), additional specialist help may be sought from outside agencies, e.g. the educational psychologist or anti-bullying organisations such as Kidscape or BSS.

OUTCOMES

1. The bully (or bullies) may be asked to genuinely apologise.
2. Other consequences may take place, e.g. a pastoral support programme, reflection cards
3. In serious cases, fixed term or even permanent exclusion will be considered
4. If possible, the pupils will be reconciled
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

PREVENTION

We will use clear methods for helping children to prevent bullying. As and when appropriate, these may include:

- clear set of school rules;
- signing a behaviour contract/ moral code;
- engaging in nurture sessions to focus on appropriate relationships/ raise self esteem
- including bullying in the curriculum where appropriate;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays/ drama/ S and L;
- having discussions or circle time about bullying and why it matters.

CONCLUSION

By praising, rewarding and celebrating the success of all children, and through our culture of respect and kindness to one another, we aim to prevent incidents of bullying in our school. We recognise the importance of having a clear school response to any bullying incidents and aim to continue to uphold a caring, secure environment where our children can flourish.



ANTI-BULLYING POLICY – APPENDIX 1

What is Bullying?

Bullying is the use of aggression; either physical or verbal with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- doesn't want to go on the school / public bus;
- 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 do 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.

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

ANTI-BULLYING POLICY – APPENDIX 2

STRATEGIES EXPLAINED

Here are some of the new tactics your children might mention, with a brief explanation.

Nurture Group Provision- Your child may be invited to a nurture group run by our Learning Mentor. This will be a way of exploring feelings and developing confidence. Nurture group can be used for children on either side of bullying, both victim and the person seeing to be accused of bullying.

Learning Mentor support – we have a dedicated member of staff in school who focusses on pupil wellbeing and supports children with both behaviour choices, and their emotional wellbeing. Sometimes children benefit from 1:1 sessions with the learning mentor, or may need initial support within playtime/ lunchtimes.

Chill Zone – Chill Zone is our lunch time provision for quieter, supported activities which are supervised by our teaching support staff team. These sessions take place daily and children attend chill zone for a variety of reasons including to get support making friendships, engaging in turn taking games, opportunity to come out of more boisterous outdoor play and to take the opportunity for calming down time.

Mediation by adults – It focuses on pupils who have been bullying others for some time as well as on the victim. Whether parents will agree with non-confrontational, individual ‘chats’ with the bullies is debatable. If the bullies cannot suggest a way to improve the situation they are told what to do. The bullied pupil is then supposed to be advised how to change their behaviour if they are thought to have been provoking the bullying. Progress is supposed to be checked a week later and checks are made to see whether bullying has stopped. If this is not successful then the DfES recommends other action like parental involvement or a change of class. It is recognised that this cannot tackle all forms of bullying and may not have long term success unless backed up by other procedures, including disciplinary ones.

Mediation by peers – The bully and victim identify problems and solutions, helped by an adult. Once an acceptable solution has been found, a written agreement is made and then the bully and victim shake hands. This is supposed to be a positive way of dealing with bullying and apparently surveys have found up to 85 per cent of disputes result in lasting settlements. Once settlements have been agreed, we make use of our year 5 and 6 Peer Mediators, to help to support lasting cordial relationships between parties. These children have had training by the behaviour support service and can be an important first port of call for pupils experiencing difficulty. This does not replace important adult support and intervention, but works in tandem with support from the Learning Mentor.