Little Hadham Primary School
'Believing & Achieving'
ANTI-BULLYING POLICY 2018

This policy should be read in conjunction with our other policies and reflect practice of the School Equality Scheme.

Introduction:
At Little Hadham Primary School, we believe that preventing and tackling Bullying in all its forms is central to ensuring the safety and welfare of all members of the community. We also know that it is central to achieving the wider objectives of school improvement, raising attainment and attendance and promoting equality and diversity. Bullying at Little Hadham Primary School will not be tolerated.

Aims:
The School aims to:-

- value every person, and to enable each individual's gifts and talents to be recognised and developed.

- educate every person, providing a broad and balanced curriculum and acknowledging each pupil's own individual needs and strengths.

- to incorporate the values and strategies from Protective Behaviours to support the children in keeping safe and talking to someone.

- respect every person and develop self-respect, in order that each individual may take their place as a participating member of the school community and implement clear structures for acceptable behaviour.

- prepare every person to be a responsible member of a diverse society, valuing the contributions, cultures, beliefs and lifestyles of others.

What is Bullying?
Bullying is behaviour, by an individual or group of individuals, which has the effect of intentionally hurting another person physically, psychologically or both. It can be distinguished from other types of aggression by two facts. 2

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power." Anti-Bullying Alliance 2015.

a. Bullying is deliberately hurtful behaviour, **repeated over time,** where it is difficult for those being bullied to defend themselves.

b. The victim has **not** provoked the attacks.

Pupils' Views

Our School Council and School Captains 2018 see 'bullying' as:

. being unkind to someone **repeatedly**

. excluding and ignoring someone on purpose **repeatedly**

. calling names or making hurtful comments **repeatedly**

. picking on someone **repeatedly.**

. physically hurting someone **repeatedly.**

Common types of bullying are:

a. **Name calling** – specific references to some attribute of the "victim", including homophobic/transphobic language and/or reference to disability.

b. **Intimidation** – a direct or threatened physical attack on the victim or their possessions.

c. **Demeaning** – verbal activity leading to the loss of status of the victim or family.

d. **Extortion** – bullying in order to gain some possessions from the victim.

e. **Exclusion** – being excluded from friendship groups.

f. **Cyber-bullying** – using technology for bullying/threatening/intimidating e.g. mobile phones, social media sites (e.g.Facebook, Twitter, Instagram), internet chat rooms etc.

g. **Racial bullying** – repeated racial comments.

Evidence of bullying is often difficult to obtain. Therefore, in all allegations of bullying it is essential to investigate the incident. 3

This may also be the result of bullying outside of school which could impact on the victim's attitudes to learning and relationships with others in school. This may require contact with outside agencies for further support.

It may also be necessary to address/support the social skills of the "victim" if these are seen to aggravate the situation.

Reporting

If any pupil witnesses any 'bullying' (as above):

- do not get involved but **TELL** an adult.
- use the 'chance' statement from our Behaviour Policy

- (Please stop it, I don't like it)
- then contact an adult if they do not stop or use their Personal Network

- If any parent/carer witnesses/is concerned that bullying is taking place:
- They should initially contact a member of staff, as appropriate, who will follow the 'Procedure for further action'.

- In specific cases, it may be necessary to follow the County Complaints Procedure adopted by the school- see school website.

The Effects of Bullying

The consequences of bullying can be severe and long lasting, for both victims and those who bully others. Symptoms include phantom illnesses, nightmare, school refusal, tearfulness, loss of confidence and concentration etc.

At Little Hadham we:

1. encourage children to 'warn' another child by asking them to stop if their behaviour is unacceptable; and will inform the responsible adult if the unacceptable behaviour then continues. (see Behaviour Policy)
2. acknowledge that bullying may occur in school and encourage children to '**TELL**' . This may involve someone on their 'Personal Network'.
3. encourage children to 'TELL', should bullying be taking place outside of school.
4. investigate the extent of the problem, using a consistent approach.
5. implement the school's Anti-Bullying Policy.
6. highlight the children's awareness of bullying through 'Circle Time', assemblies, workshops, theatre, SEAL (Social and Emotional Aspects of Learning) and PSHE (Personal, Social and Health Education).
7. regularly review the 'Golden Rules', with all staff and children.
8. contact those parents concerned, as appropriate.
9. act appropriately to protect all parties.
10. provide peer support, where necessary

11. i) Ensure that a teacher is on duty before school
ii) Ensure that a teacher and teaching assistant are on playtime duty
iii) Ensure that a teacher is on internal lunchtime duty
iv) Ensure that a member of the Senior Management Team is on external lunchtime duty
12. promote the strategies from 'Protective Behaviours'.
13. ensure staff promote good behaviour through example. They will not bully children or use sarcasm to control them.
14. ensure the school's Rules sets clear guidelines for behaviour and reinforces the notion of equality for all. Rules are displayed for everybody and are regularly reviewed.
15. provide a 'Thinking Bench' for reflecting on behaviour, where appropriate.
16. raise the profile in National Anti-Bullying Week (Friendship Week) events, following guidance from the Anti-Bullying Alliance.
17. record, report and track incidents in line with County policy.
18. commit to the Anti-Bullying Charter annually.
19. review and share good practice regularly with staff (e.g. For the Good of the School)
20. gather views, review and share Anti-Bullying Policy annually with whole school community.
21. gather views, review and share Behaviour Policy annually with whole school community.
22. share, sign and keep the school 'e-safety agreement' annually.
23. Use Stonewall homophobic resources, if appropriate.

Procedure for further action

. **Step 1** - suspected cases of bullying will be taken seriously and will be investigated by the class or duty teacher. These cases will be brought to the attention of the staff as soon as possible or at the next staff meeting under the heading 'For the Good of the School'.

. **Step 2** - suspected cases will initially be recorded in the Incident Book, which is reviewed daily by the SMT. The degree of seriousness of any incident will be judged on the effect on the victim and his/her interpretation of the incident and will not be trivialised. 5

. **Step 3** - suspected cases of bullying will be initially addressed through 'Circle Time' that week, therefore providing the perpetrator a time of 'reflection' and an opportunity to stop. Liaison between class teachers may
be necessary. At this point, **Form 1** will be completed, as appropriate. (see attached **Form 1**- Initial Investigation in to Allegation of Bullying)

. **Step 4** - in cases of proven bullying, the perpetrator and the victim will be provided with strategies to prevent further incidents of bullying, according to the needs of the individual. At this point, **Form 2** will be completed. (see attached. **Form 2**- Integrated Bullying and Racist Incident Record) At this point, parents of both the perpetrator (s) and the victim will be contacted.

. **Step 5** - if the perpetrator continues to persist, the incident will be formally recorded on the pupil's record.

. **Step 6** - in severe cases the action taken may include a period of exclusion (see County Guidelines for Exclusion).

. **Step 7** - for pupils who persist in spite of the above, the Head will recommend to the Governors that the 'bully' be permanently excluded from Little Hadham Primary School.

In exceptional cases, it may be necessary to jump steps.

Support Strategies:

Any disciplinary action will be designed to help the perpetrator change his/her behaviour. A range of strategies will be used to deal with the incident, including external agencies, where appropriate.

The Herts Anti Bullying Toolkit is used as a reference tool. In May 2014, the school was accredited with the prestigious Herts Anti Bullying Accreditation (HABI) which recognises excellent practice in supporting children in understanding and dealing with 'bullying' effectively.

Children who have been involved in bullying, both victim and perpetrator need to be helped in a supportive way to avoid re-occurrence of the situation.

The School uses 'Protective Behaviours' Strategies to support everyone in the school community that:

'We all have the right to feel safe all the time.' – Theme 1 6

'There is nothing so awful that we can't talk about it with someone.' - Theme 2
Each child has a 'Personal Network' of personally selected adults, for both at home and in school, to contact for support, which is reviewed regularly. (see school website)
Staff will continue to monitor all incidents to check for emerging patterns and to take preventative action, as appropriate.
Blank relevant forms will be kept centrally. Completed forms will be kept in the Head's Office as evidence for reporting, where appropriate.
The Headteacher will feedback on any Bullying issues to the Governing Body through the half-termly Head's Report.
The Anti-Bullying Governor will keep up to date with the latest legislation, monitor the Incidents Log regularly and contribute to the review of this policy annually.
CONFIDENTIALITY WILL BE MAINTAINED, AS APPROPRIATE.
This policy was reviewed by Staff and agreed by the Governing Body of Little Hadham Primary School in November 2018.
This policy will be reviewed in **November 2019.**

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S. Connolly (Headteacher)

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K.Hutt (Chair of Governors)
November 2018

APPENDIX 1:

Supportive materials/websites:

www.anti-bullyingalliance.org.uk

www.beatbullying.org

www.childline.org.uk

www.cybermentors.org.uk

www.kidscape.org.uk

www.antibullying.net

www.bullying.co.uk

www.thegrid.org.uk/learning/hwb/bullying

www.familylives.org.uk

www.besomeonetotell.org.uk

www.theredcard.org

www.stonewall.org.uk

FORM 1
LITTLE HADHAM PRIMARY SCHOOL
'Believing and Achieving'
Initial investigation into allegation of bullying

Completed by Name: .... Role ....
Date:
1. Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

2. Form of referral e.g. verbal report, letter, phone call, witness statement, targeted child seeking support:

3. Details gathered to date:

4. Action taken to date:

Date: .... Signed: ....

FORM 2
LITTLE HADHAM PRIMARY SCHOOL
'Believing and Achieving'
Integrated Bullying and Racist Incident Record
For each incident please complete one form and return to the designated teacher for collation and monitoring.
1. Focus of Bullying/Harassment

Please tick all elements which apply   Possibly applies
in your understanding of the
incident(s): Definitely applies
Ability
Age/ Maturity
Appearance
Class/Socio-economic
Learning Difficulties and Disability
Ethnicity/Race*
Religion/Belief*
Institutional Racism*
Gender