

Hunstanton Primary School



Anti-bullying Policy

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Aim

Our vision at Hunstanton Primary School is to ensure our children feel successful, enjoy learning and aspire to be the best they can be. We are committed to providing a supportive, caring and safe environment where pupils are treated fairly and with respect. We achieve this by reinforcing our school values: respect, equality, safety, kindness, honesty and aspiration.

As a school we take bullying and its impact seriously. Research shows that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. At Hunstanton Primary, we work together to effectively prevent and tackle bullying, therefore creating safe, disciplined environments where pupils are able to learn and fulfil their potential. We aim to create a culture where all pupils feel able to speak out about any concerns.

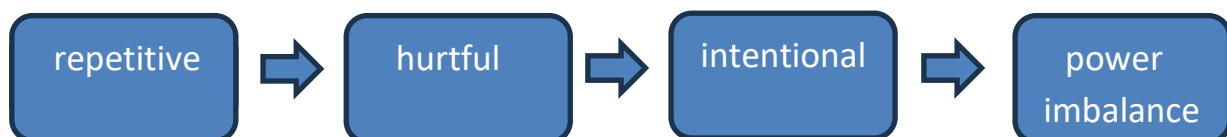
At Hunstanton Primary everyone can expect to:

- Be able to grow and develop in safety and free from prejudice and discrimination
- Be listened to and have their views taken into account
- Be treated with respect
- Belong to and be valued in their community
- See their needs and interests at the heart of everything we all do

What is bullying?

In Hunstanton Primary School, our definition of bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.”



Bullying is a persistent, deliberate attempt to hurt or humiliate someone. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying. Bullying is repetitive, meaning either that an individual conducts that same pattern of bullying behaviour towards different children or that one or more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group.

Types of bullying behaviour

Bullying can take many forms:

- Emotional – being unfriendly, excluding, tormenting, threatening behaviour
- Verbal – name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical – pushing, kicking, hitting, punching or any use of violence
- Extortion – demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g. photos and videos
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Sexual – unwanted physical contact, sexually abusive comments

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, bedwetting
- Emotional: losing interest in school, begin withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

Environment

We will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for other, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children
- Recognise the potential for children with Special Education Needs and Disabilities are disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school's values
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying
- Celebrate success and achievements to promote and build a positive school ethos
- Provide a range of activities at lunchtime to promote positive play. The playground is divided into activity zones, with an adult available in each zone to support and monitor pupils.

Education and Training

We will:

- Educate pupils and adults about how to use technology, especially mobile phones and social media, in a positive and responsible way (through the curriculum and Safer Internet Day)
- Support pupils with managing relationship conflict.
- Provide opportunities to develop pupil's' social and emotional skills, including building self-esteem through our curriculum and social times, for example: PSHE, peer mediation and playground buddies
- Provide focused work with individual and groups of pupils e.g. ELSA (Emotional Literacy Support) and Time To Shine (Emotional Resilience) where required
- Ensure anti-bullying has a high profile, reinforced through key opportunities such as anti-bullying week.
- Raise awareness and understanding of bullying using the Anti-Bullying Alliance materials (Appendix A) to ensure pupils know what they can do to prevent bullying and procedures to follow should they experience or witness it.
- Reinforce our school's values through our curriculum, assemblies, displays etc.
- Train all staff to identify all forms of bullying and take appropriate action in line with the school's policies.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Publicise the details of internal support, as well as external helplines and websites.
- Involve pupil in writing a child-friendly version of the policy, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.

Reporting Bullying

At Hunstanton Primary School, we ensure everyone feels comfortable and able to share concerns. Pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Parents are also encouraged to report concerns to the school. This is normally the class teacher initially.

When pupils report their concerns, our staff are trained to listen. We involve children as far as possible in finding solutions. All children have access to regular Wishes and Feelings sessions if required.

Responding to Bullying

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with as soon as possible by the member of staff who has been approached or witnessed the concern.
- When a pupil or student says that they are being bullied (including when they describe racial, gender or homophobic bullying), it is important to **acknowledge** this. Their feeling that they have been bullied should not be dismissed.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSLs and Headteacher will be informed of all bullying concerns, especially where there may be safeguarding issues.
- Every incident should be investigated. All parties concerned should be spoken to individually to gather all perspectives. Although confidentiality should be offered within the usual boundaries (you will not pass on confidential information unless the safety or well-being of the child or others required it) it should also be made clear that some statements will need to be checked out with other parties
- The incident must also be logged with a clear and precise account of events (see below).
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with safeguarding and behaviour policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involve, for example the police if a criminal offence has been committed or CADS (Children Advice and Duty Service/Early Help if a child is felt to be at risk of harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and Behaviour Policy.

Procedures for Parents

- If a parent has any concerns about their child, they should speak to the class teacher immediately. The headteacher is always informed of any concerns at Hunstanton Primary School and monitors the situation carefully.
- If a parent/carer feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher
- The school will work with both the child and the parents to ensure that any bullying is stopped, and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately, they should follow the complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

Logging and Filing Information

All incidents must be reported to the Headteacher and logged on the school safeguarding system – CPOMs.

The log will include:

- Date, time and location of alleged incident
- Date and time incident reported
- Nature of the alleged incident
- Details of any injury to the victim (s)
- Member of staff to whom the incident was reported
- Alleged victim (s) name, year, class
- Alleged perpetrator(s) name, year, class
- Details of witnesses to the incident and their report of the incident – staff, pupils or other
- Parent of victim(s) informed – Date and time
- Details of immediate action taken

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Working towards restoring self-esteem and confidence
- Providing ongoing support through the school. This may include Wishes and Feelings, Elsa (Emotional Literacy Support) or Time To Shine sessions
- Where necessary, working with the wider community and local/national organisation to provide further or specialist advice and guidance; this may include referrals to Just One Norfolk, Early Help or support through Children's Mental Health Services.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy. This may include:
 - Removal from class
 - Withdrawal of break or lunchtime privileges
 - Withholding participation in any school activity or event which is not an essential part of the curriculum
 - Internal exclusions
 - In extreme or repeated cases, fixed term or permanent exclusion
- Where necessary, working with the wider community and local/national organisation to provide further or specialist advice and guidance; this may include involvement from the police (See Appendix C – Child Centred Policing Guidance) or referrals to Just One Norfolk, Early Help or support through Children’s Mental Health services.

Supporting Adults

Our school takes measure to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying, as evidence and discuss who to respond to future concerns.
- The school will still investigate the concerns and ensure the appropriate action is taken in accordance with the school’s behaviour and discipline policies.
- Reporting offensive or upsetting content to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school’s official complaints procedures.
- If online, requesting content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Monitoring, Evaluation and Review

- Involve parents/carers and governors in the development of the policy
- Regularly canvas pupils' views on the bullying through the school council.
- Ensure parents/carers know what to do if they are worried about bullying
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Encourage all members of the community to role model positive behaviour

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, through pupil questionnaires and School Council meetings. Any issues identified will be incorporated into the school's action planning.

This policy will be reviewed annually. When reviewing the policy, pupils and parents will be involved.

The following checklist will be used periodically to measure the effectiveness of the above policy.

- Do pupils/students feel able to tell a member of staff if they are being bullied?
- Do pupils/students feel able to tell a member of staff if they have seen someone else being bullied, or bullying?
- Do pupils/students feel confident that, whichever member of staff they tell; there will be a definite and consistent response?
- Is bullying dealt with promptly, fairly and consistently?
- Does the response include support of the victim (e.g. listening ear, building of self-esteem) *and* of the individual or group demonstrating bullying behaviour (e.g. social skills group, behaviour programme)?
- Has the policy development included a consideration of the design, supervision and use of the playground?
- Is there a clear, consistent lunchtime's policy operated by midday supervisors in line with the whole school approach?
- Has the policy taken into account the cultural diversity of the school community?
- Is the policy consistent with the spirit of equal opportunities legislation and guidance?
- Are staff aware of and do they respond to racist, gender and homophobic bullying?
- Does the policy address ways in which bullying affects boys and girls?
- Is there a system for reviewing the policy each year?

In reviewing the policy the governing body will consider:

- How many bullying incidents took place last term/year? Is this higher/lower than the previous term/year? Is this good/bad?
- What kinds of bullying incidents took place? Were particular pupils, ages or locations involved?

- If there are patterns to last term's/year's incidents, what can be done to address this?
- Who reported incidents? What can be inferred about procedures for reporting incidents? Are they clear? Are they being used?
- Is there someone whom pupils can talk to within the school? Has this/these person(s) been trained in dealing with bullying? Is there any member of staff with particular expertise, and if so can this expertise be developed among other members of the school community?

Links with other policies

This policy links with several school policies including:

- Behaviour Policy
- Safeguarding Policy
- Complaints Policy
- Online Safety Policy
- Equality Policy

Linked documents

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and "Sexual violence and sexual harassment between children in schools and colleges" guidance. The setting has also read Childnet's "Cyberbullying Understand, Prevent and Respond: Guidance for Schools", along with the materials produced by the Anti-Bullying Alliance.

Useful links and supporting organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- When to call the police: <https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Antil-bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophate.uk.org
- Tell Mama: www.tellmama.uk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtg.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtg.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.school-out.org.uk
- Stonewall: www.stoneall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800136663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): <https://www.endviolenceagainstwomen.org.uk/>
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Childnet Project DeShame (Online Sexual Harassment and Bullying):

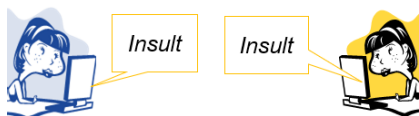
Appendix A

Anti-Bullying Alliance resources

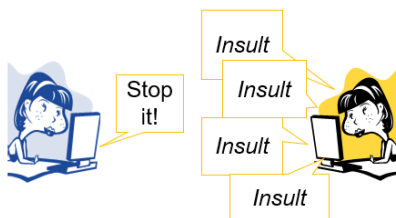
These resources are used and displayed across the school. They help to ensure that pupils have a good understanding of what bullying is, and to ensure that consistent language is used when dealing with incidents.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

e.g. 2 friends fall out...



No imbalance of power



Imbalance of power through repetition, threat, etc.

