

Highwoods Community Primary School



Anti-Bullying Policy

Reviewed: September 2023

Next Review: September 2024

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Anti-Bullying Policy

The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is an anti-social behaviour and affects everyone: it is unacceptable and will not be tolerated. Under the Equality Act 2010, schools have a duty of care to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a good characteristic and people who do not share it.

Definition

The Anti- Bullying Alliance defines bullying as:

“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”

This would include:

Physical	<ul style="list-style-type: none">• Hitting, kicking, pinching, pulling of hair, spitting, shoving, shoulder barging, using physicality to make an individual feel intimidated, theft
Verbal	<ul style="list-style-type: none">• Name calling, being derogatory about family members or home situations, homophobic language, racist language, sexist language, language that may make an individual feel inadequate or threatened, direct threats should the victim tell an adult
Psychological/ Emotional	This takes the form of non- verbal bullying <ul style="list-style-type: none">• Excluding others from social groups and trying to isolate an individual, controlling friendship groups, spreading rumours, following a pupil around during play, deliberate staring as a means of intimidating others
Child on Child Abuse	<ul style="list-style-type: none">• Child on Child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, ‘up-skirting’, ‘sexting’ or initiation / hazing type violence and rituals.
Cyber- bullying	<ul style="list-style-type: none">• Using social media platforms or technology to post derogatory comments, videos or images about an individual or creating group chats to do so- this includes posting or editing pictures or footage of an individual without their consent.

Identification

All staff must be vigilant to behaviour in children that may be an indication that they are a victim of bullying. This may include, but is not limited to:

- Reluctance to go out and play
- Reluctance to come to school/ absence
- Lack of concentration
- Drop in standard of work
- Physical injuries
- Withdrawn personality
- Change in behaviour in school
- Possessions regularly going missing or are moved
- Clinging to adults

Addressing anti- bullying: Our school culture at Highwoods

School Ethos	<p>Our school ethos is based on building positive relationships and a culture of respect. Our behaviour approach follows the Essex Steps whereby we actively promote pro- social behaviours, understanding that we have a responsibility to create pro- social experiences for our pupils.</p> <ul style="list-style-type: none"> • All members of staff model respect for each other, parents and the children • The Highwoods High-Five underpins values and expectations for pupils and families at our school • Children and staff sign the acceptable internet use policy (EYFS and year 3) • Parent/home school agreement <p>The behaviour policy outlines the expectations we hold at Highwoods and the values we believe in- this is made clear to families that attend our school.</p>
Pupil Voice	<ul style="list-style-type: none"> • Sample of children, chosen at random, are asked to complete an annual pupil perception survey on school life • Maths and English ambassadors, school council and ECO reps give our pupils opportunities to share views and concerns, and report back to classes. • Assemblies are used to promote our High Five, British values and our diverse community.
Curriculum	<ul style="list-style-type: none"> • Explicit units on anti- bullying are taught through the Corum Life Education (PSHE) scheme of work • There is a unit in each year group entitled ‘Me and My Relationships’ where children discuss positive relationships, including friendships and have the opportunity to discuss how to deal with incidents of bullying or being witness to incidents of bullying • Circle times in classes are utilised to address issues involving friendships or peer relationships

	<ul style="list-style-type: none"> • Our Forest School programme promotes building and fostering positive relationships • Recognition of all faiths and religions in our school by ensuring a range of diverse and multicultural books • Policies that reflect inclusion and an understanding of our community e.g gender neutral uniform and reasonable adaptations for faiths • In computing units of work, children are taught about the responsible use of the internet and how to deal with or report any issues of bullying • Guest speakers to work with children, parents and staff on keeping safe online- 2Johns.
Inset and school systems	<ul style="list-style-type: none"> • Annual safe- guarding training for all staff • Annual safeguarding training for all governors • Specific safeguarding governor who the Headteacher reports to regarding any bullying or prejudicial incidents termly • Supervision for DSL and deputy DSL • Enhanced safeguarding training for DSL and deputy DSL every two years • Step on refresher training for two lead staff members every 2 years • Reporting to staff of annual parent survey • Reporting to parents outcomes in parent survey • CPOMS is used to record all incidents, including those that are bullying or prejudicial. • Headteacher reports to governing body termly on the number of bullying and prejudicial incidents recorded in the term. • School notes and uses latest advice for Filtering and monitoring procedures.
Additional Support	<p><i>This may be to support the perpetrator or the victim</i></p> <ul style="list-style-type: none"> • Play therapy • Counselling sessions with child first counsellor • Thrive sessions • Home/ school liaison worker • School Nurse support <p>Our behaviour policy outlines systems in place to not only manage and improve any anti social behaviours, but also impose consequences for any bullying or anti social behaviour. It might be necessary to complete a risk assessment for a pupil, or pupils, and subsequently a support plan.</p>

Reporting Incidents and dealing with incidents of bullying

Every reported incident of bullying must be taken seriously and investigated by an adult. Bullies may be identified by the victim or by a third party. Incidents of suspected or alleged bullying, whether substantiated or unsubstantiated following investigation, are recorded on

a CPOMS (teaching staff) and paper Bullying Logs (support staff), which are then uploaded onto CPOMS.

Incidents of bullying, reported or brought to the attention of the school, which happen outside of school will be logged as the school has a duty of care to all pupils- this may be recorded as unsubstantiated due to lack of information and third party views. Where appropriate, the school will investigate but might also consider escalating concerns to outside agencies.

Parents of the perpetrator and victim will be informed of any actions taken by the school. Under the Communications Act 2003 some incidents may be reported to the appropriate authorities, such as police.

Incidents may need to be shared with other members of staff, such as lunch time mid-day assistants, to ensure that the situation can be monitored.

Staff dealing with incidents or allegations of bullying must be supportive and offer reassurance to the victim who will be encouraged to discuss their experiences with an adult. Staff will always seek clarification of all of the facts of incidents, recording and logging them on CPOMS. The school will seek to clarify whether an allegation of bullying is able to substantiated, or remains unsubstantiated. A substantiated allegation could result in protective and educational measures being used to support the victim, and the perpetrator. Consequences can then also be imposed on the perpetrator. Unsubstantiated allegations could still involve protective and educational measures to support pupils, and will involve ongoing monitoring. The situation will then be monitored through observation and discussions with pupils, and further support may be necessary e.g thrive, lunchtime nurture sessions, referral to specialist services. Parents will be informed and will form an integral part of the monitoring process.

Bullying is not accepted at Highwoods and there will be consequences for any incidents of bullying. Consequences are taken from our behaviour policy, and may include being removed the playground for a period of time, working in a partner class for set period of time or in the most serious cases, suspensions.

Perpetrators will be encouraged to work with a member of staff to plan a positive way forward. In line with our behaviour policy and the restorative approach, a member of staff will spend time with the perpetrator(s) exploring/discussing their behaviour and the effect on the victim. They will be encouraged to take responsibility for their own actions and make amends. Bystanders will also be dealt with in the appropriate manner, encouraged to recognise their role and responsibility. Extensive time and support will be given to the victims so that they feel safe, and continue to have an opportunity to report concerns.

At Highwoods, we expect families to support our staff and school with any cases of bullying. This means that the parents will respect and value the school's decisions, and subsequent actions. Mechanisms, such as the complaints policy, are in place should a family disagree or contest a course of action.

Reporting to Governors

Governors will be kept informed of bullying incidents by the Headteacher every term.
Termly meeting with safeguarding governor and subsequent report.

Adult to adult bullying

The school recognises that bullying can happen at any age. If a member of staff reports bullying from another staff member, then HR policies will be used: this includes whistleblowing policy, the staff code of conduct and the Teacher standards. A staff member might report bullying from a parent, in which case the Headteacher can investigate and subsequently apply restrictions of access (see Parent conduct policy). Should a parent report bullying from another parent while on school site, then the Headteacher or senior leaders can investigate and again the Headteacher can impose restrictions on access to school grounds if they feel it suitable.

This policy works alongside other key policies:

Inclusion and Equality

Behaviour

Safeguarding

Child protection

Child on child abuse

SRE

Staff code of conduct

Whistleblowing