



## Anti-Bullying Policy

**Date reviewed by Staff and the Safeguarding Committee: October 2017**

**Date of next review: October 2019**

At Handcross School, every child is special

### **Aims for the School**

- To make all children and staff feel safe, happy, respected, cared for and have a sense of belonging. To create a trusting atmosphere in which the spiritual life and personal qualities of the children will flourish and their growing confidence and independence nurtured.
- For there to be high expectations which inspire, motivate and challenge **every** child to learn in every aspect of a broad curriculum. For the children to learn how to think independently, develop their imaginations and have fun. For every day to be used to the full.
- To have good working relationships between all who work in the school and a strong partnership with the parents, other schools and the community.
- To create an in/outdoor environment which is attractive, lively, stimulating, informative and which supports the children's learning.
- For the learning to be based on our knowledge of *how* children learn, the preferences and interests expressed by the children themselves and from stimuli within the locality.
- For exciting and memorable lessons to be well planned and resourced, with plenty of rich, satisfying, enjoyable, multi-sensory experiences, and for lessons to be suitably differentiated to meet every individual need.
- For the good and relevant use of IT to be fully exploited.
- To set short, medium and long-term goals which challenge and stretch each individual, and for progress to be carefully tracked.
- For teachers to accurately assess individuals at every stage of the learning so that the resulting interventions have a direct *impact on the children's learning*.
- For the children to be able to talk about their progress towards their targets, and for their achievements to be celebrated.
- For the children to be prepared to lead a life within a diverse and constantly changing society, in which they will respect British values, adopt a healthy lifestyle, achieve economic well-being, and make a positive contribution.

September 2017

**Distributed to all parents on joining the school and available on the school website**

### Introduction

We believe that everyone at Handcross Primary has the right to feel welcome, happy and secure at our school. For all members of the school community to achieve their maximum potential, it is vital that everyone is committed to ensuring we work in a relaxed and secure environment. Bullying prevents this happening, **and therefore bullying of any kind is not acceptable at Handcross Primary.**

If bullying does occur, all pupils should be able to tell someone and know that all incidents will be dealt with promptly and effectively. We recognise that some groups of children, especially those from minority groups or those with disabilities, are more vulnerable to bullying. This policy contains guidelines to support our school ethos on anti-bullying.

### Definition of bullying

The National Anti-Bullying Alliance (ABA) has developed a useful definition.

Bullying is:

- Repetitive, wilful or persistent (although this does not exclude a one off major incident)
- Intentionally harmful, carried out by an individual or group
- Based on an imbalance of power, leaving the victim feeling defenceless

Bullying or domineering behaviour can take many forms.

Although bullying is generally characterised by its persistence, bullying can also be a one off event. Bullying falls into seven main groups as follows

- **Physical**  
A child can have things thrown at them, or be physically punched, kicked, hit, spat at, subjected to rude gestures.
- **Staring and nasty looks**
- **Verbal**  
Verbal abuse (ridicule, insult, threat, put-downs) can take the form of name calling (different from affectionate nicknames), making racist, homophobic or sexist remarks or comments directed at physical/social disability or personality.
- **Exclusion**  
A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends/peers, e.g. deliberately avoiding a child, deliberately not talking to a child or not sitting next to them.
- **Damage to Property or Theft**  
Pupils may have their property damaged, hidden or stolen. The bully may use physical threats to coerce the pupil to hand over property to them.
- **Cyber bullying**  
Sending abusive text messaging, emails or social media messaging.
- **Indirect**  
This may be spreading nasty stories about someone, exclusion from social groups, making a child the subject of malicious rumours, sending malicious emails or text messages on mobile phones.

It is also important for all members of the school community to recognise and identify the difference between bullying and simply 'falling out'. This may be defined as two people of equal strength having a fight or quarrel.

### **Signs and symptoms**

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

- is frightened of walking to/from school
- doesn't want to go to school
- insists on being driven to school
- changes their usual routine
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- threatens to harm themselves or runs away
- cries themselves to sleep at night or has nightmares
- feels 'ill' in the morning
- fails to make expected progress in school work
- comes home with torn clothes, damaged books etc.
- has possessions go 'missing'
- asks for money or starts stealing money
- has unexplained cuts or bruises
- 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 or behaviours may indicate other problems** but bullying should be considered a possibility and should be investigated.

### **Procedures for preventing, managing and reporting bullying**

At Handross Primary, we are vigilant in looking for signs of bullying and take all reports of incidents seriously. We will ensure that the anti-bullying message is reinforced within the curriculum and all aspects of our practice. Every year, in the Spring Term, there are some assemblies and follow up PSHCE and class Circle Times on the theme of Bullying. (See PSHCE Scheme of Work and Assembly File.) This practice ensures that all children know what bullying is and what to do if they should witness it. A leaflet which reinforces this information is sent home at this time for children to read with their parents.

### **Staff explain to pupils that:**

I am being bullied when a person or persons deliberately and persistently use words, strength or actions to hurt me or make me unhappy and they know I cannot stop them.

I am a bully when I deliberately use words, strength or actions to hurt someone or make them unhappy when I know they cannot or will not stop me.

### **Pupils – What can you do if you are being bullied?**

*Remember that your silence is the bully's greatest weapon!*

- ✓ Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- ✓ Be proud of who you are. It is good to be individual.
- ✓ Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- ✓ Stay with a group of friends/people. There is safety in numbers.
- ✓ Be assertive – say 'I don't like that' in a loud voice and walk confidently away. Go straight to a teacher or member of staff.
- ✓ Go and find an adult in school that you are happy to talk to. You will get immediate support.

### **What will the adult do:**

- Listen to you carefully to find out what happened
- Ask you how we might help resolve the problem together
- Follow up immediately after the incident and regularly thereafter as necessary.

### **How can you help stop bullying?**

- If you see or hear someone being bullied, tell an adult immediately. Teachers have ways of dealing with the bully without getting you into trouble
- Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own
- Do not be, or pretend to be, friends with a bully.

Pupils and parents are told that it is important for them to report any incidence of bullying to an adult within the school, and that it is their responsibility to report any knowledge of another pupil being bullied to a member of staff. However, it is recognised that not all children will feel comfortable sharing bullying issues with an adult. Therefore, children are also made

aware that they could speak to another child in the school about their concerns and worries. We ask the children to name the adult they will speak to should bullying arise and keep a record of this information, which is regularly updated. This person is called their Worry Warden. They meet their chosen Worry Warden once a term.

All reported incidents of bullying will be taken seriously by staff members and investigated appropriately. **The Headteacher always becomes involved if bullying is suspected.** Suspected incidents are investigated by the Headteacher and Class Teacher jointly, in the same way as any other incidents of poor behaviour.

### **The investigation and follow up of all alleged bullying incidents**

- Upon report of a bullying incident, a discussion takes place between all those involved. The adults remain neutral while the facts are established. Each pupil involved is given the opportunity to talk and the discussion remains focused on finding a solution to the problem.
- If the incident is confirmed, the child who has been bullying is given a strong warning and their parents are informed and asked to support us in ensuring that there is no re-occurrence.
- There may be sanctions for the child who has been bullying - the more serious the incident, the more serious the response.
- If the bullying incident is very serious or has reoccurred after a warning, the child who has bullied will be given a fixed term suspension and outside agencies may become involved.
- The HT keeps a record of all incidents of bullying in the Behaviour Log.
- The HT and CT regularly have follow up discussions with the children involved and their parents until they are confident that the problem has completely disappeared.
- The parents of the bully are informed about bullying incidents and asked to attend meetings at school to discuss the problems.
- They will then be asked to support the strategies proposed to tackle the problem.
- The bully/bullies are also be reminded of the consequences of bullying and told their behaviour will be closely monitored to ensure bullying does not reoccur.
- Parents of victims will be informed about the incident(s) and the measure that have been put in place to tackle it.