

## Anti-Bullying Policy and Procedure

### Introduction

The purpose of this Policy document is to help ensure that any actions against bullying can be implemented within a co-ordinating framework and that their effectiveness can be reviewed. It is closely linked and supported by systems and procedures within the organisation and management of the school. It also links with other pastoral policies, for example, Positive Behaviour.

In this school bullying is defined as:

*“the use of physical, verbal or indirect acts to deliberately hurt another individual which is repeated systematically over a period of time making it difficult for those being bullied to defend themselves.”*

NB: although the word ‘bully’ and ‘Victim’ is used, it is not good practice to label children in this way; language to describe the behaviours should be used rather than language defining them as a person.

### Statement of intent

Hatton Hill promotes the notion of ‘Achieving through Happy Learning’ and this is reflected in the stated aims of the whole school. Anti-bullying is recognised to be of vital importance in the achievement of these aims.

We are committed to providing a caring, friendly, safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. We have a responsibility to respond promptly and effectively to issues of bullying. We take bullying very seriously. It will not be tolerated.

### Promotion of policy

Through the formal and informal curriculum, Hatton Hill staff aim to ensure that all stakeholders:

- Have a common understanding of what bullying is and what it is not
- Know what the school policy is on bullying and should understand their role in following it if bullying arises.
- Feel confident and assured that support will be given and it will be taken seriously.

This is promoted through assemblies to pupils on the impact of bullying; through the PSHE curriculum e.g. circle time, through ‘Anti-bullying’ weeks; through involvement of the pupil council; through our ethos and daily practice related to our behaviour policy and through pamphlets or newsletters home. It is reinforced through the school aims.

### Aims of the whole school

- That each child should reach his/her potential
- That a good self image is developed by each child
- That relationships within the school are such that the child feels secure in the environment and has confidence to move forward without fear that failure will be ridiculed
- That the atmosphere be relaxed, warm, friendly within a disciplined framework
- That concern for others be nurtured and tolerance and empathy for different races and cultures be encouraged
- That competition should be against self for attainment of standards, rather than to overtake others
- That the school environment be stimulating
- To evaluate what we do by keeping meaningful records
- To keep the curriculum under constant review
- That Parental involvement be encouraged

### Some key messages we aim to teach in school

Infants	Juniors
I can say how I feel I'm proud to be me I know what bullying is and that it's wrong Bullies get into trouble I don't bully I know what I can do if I get bullied I know how to help others who are bullied I know what good behaviour is Good behaviour is rewarded I have choices and can make good choices  We are all special I care about other people Listen and think before you speak	I don't have to put up with bullying It's <b>not ok</b> to bully Bullying can hurt inside and outside I know what bullying is I should respect differences in people I have rights and responsibilities It <b>is ok</b> to tell I know who I can ask for help There are things I can do to stop bullying I need to behave responsibly to keep myself and others safe Rules are there to protect me I am responsible for my own actions I accept that if I bully others there will be consequences You need to be a friend to have a friend I can play safely without hurting others I am unique and special

### Whole school approaches

The school will provide consistent approaches underpinned by:

- the PSHE framework delivered through circle time
- Assemblies with related issues
- Self-registration/Feelings wheels
- Stop, Think, Do and Positive behaviour rewards
- Staff who model good practice showing respect, empathy and genuineness
- The general ethos of the school and class that promotes such values as respect, tolerance, co-operation and care.
- Maintaining an 'Open door' and a 'Telling environment' whereby parents and pupils are confident to raise and discuss issues of bullying knowing they will be listened to.
- Use of outside agencies as appropriate e.g. theatre groups, 'Bully Busters' or Behaviour Support to work with individuals or to deliver whole school and class workshops
- Displaying posters, charts etc showing help line numbers and support.
- A consistent system of rewards and sanctions related to the discipline policy.
- Regular training for lunchtime supervisors.
- Regular monitoring of areas such as playgrounds.
- Regular review with pupils e.g. through the pupil council, worry buddies, questionnaires etc
- Bullying Incident Record sheet

- The 'Creating a positive Learning Environment' policy which staff use to set up their classrooms with consistent Systems, displays etc e.g. class charter, feelings registration etc

### **What is Bullying?**

Firstly remember bullying is when the action is *repeated systematically over a period of time making it difficult for those being bullied to defend themselves.*

There are three broad categories:

- Direct physical bullying e.g. hitting, tripping, pushing or damaging property.
- Direct verbal bullying e.g. name calling, insults, homophobic, sexual or racist remarks, verbal abuse, threats.
- Indirect bullying – this form of bullying is harder to recognise and often carried out behind the bullied pupil's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
  - Lying and spreading rumours
  - Playing nasty jokes to embarrass or humiliate
  - Mimicking
  - Threatening gestures
  - Encouraging others to socially exclude someone
  - Damaging someone's social reputation and social acceptance
  - Cyber bullying, which involves the use of email, chat rooms, text messages etc to humiliate and distress

### **What Bullying is not**

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

There are three socially unpleasant situations often confused with bullying:

- Mutual conflict - In this situation there is an argument or disagreement between pupils *but not an imbalance of power*. Both parties are upset and both want a resolution. This only becomes bullying if one person is targeted repeatedly for 'retaliation' in a one-sided way
- Social rejection or dislike. This only becomes bullying if it involves repeated, deliberate attempts to cause distress, exclude or create dislike by others
- Single episode acts of nastiness or meanness, or random acts of aggression or intimidation - if it occurs on one occasion only or if it is directed towards many different pupils, it is not bullying.

### **What if there are bullying incidents?**

When any person involved in an incident believes and claims it is bullying, even if it does not fit the definition in this policy, it must be taken seriously. If it turns out to not be bullying this can be explained to those concerned at a later date, but support and reassurance may still be needed.

### **Procedures for staff**

- The incident should be recorded and reported to the class teacher in the first instance, then the Head or Deputy if needed.
- The pupil who is suffering should be supported and listened to by the person first told initially, then the class teacher, Head or Deputy as needed.

- The incident should be investigated by the class teacher in the first instance, then the Head or Deputy if needed.
- How the incident was dealt with should be recorded on a B4 form and given to the Head Teacher to file. (See record sheet in Appendix)
- Other people with over views or information on the pupil should be made aware e.g. CLA Lead, Designated Safeguarding Leads, Learning mentor, Head, etc (this should be on a need to know basis only)
- Progress should be checked and followed further if needed by the classteacher, head or deputy.

### **Discussing Bullying Incidents with pupils**

Children involved in bullying may feel justified in their actions and may be reluctant to admit them. Some children may make false allegations to get their fellow pupil in trouble. It can therefore be difficult for the staff involved to build up a clear picture of events or to be sure of who is telling the truth.

A key concept to remember is that all pupils can be supported to learn new behaviours.

For 'Minor incidents' a problem solving approach can be used:

- Begin with a series of brief individual chats with each pupil in a room free from distractions. The pupil(s) doing the bullying are seen first individually to ascertain their part in it and to see if the facts match each other.
- Try not to be confrontational or use direct, closed questions. Establish that there is a problem, that the 'bullied pupil' is unhappy and **has** experienced bullying. They may need reminding what kind of behaviour constitutes bullying.
- Try to come to a mutual agreement that their actions constitute bullying and that they agree to improve the situation. A reprimand or mild sanction may be all that is needed at this point, especially if it is the first time they have behaved in this way and that they clearly regret actions. *If the child does not agree they will need to be warned of the consequences if the bullying continues*
- If the bullying is clearly proven and it resulted in physical harm, sanctions should be given in line with the school discipline policy.
- A chat with the bullied pupil then follows. Be supportive, listen and explain that the bully has agreed to stop and has been reprimanded and that you will monitor the situation. They must continue to tell you if there are any similar incidents.
- For those who contribute to their own problems i.e. the 'provocative victim,' you will need to help them understand their role in changing their own behaviour too.
- Progress should be checked daily for at least a week then at intermittent times.  
*Very young children are often unable to suggest ways of improving the situation and therefore need the teacher to take a more directive role*

### **For more serious incidents**

Follow the same course of action as above with brief interviews to ascertain facts; however you will also need to:

- Act immediately to support the 'bullied person' if they have any health or medical requirements
- Inform parents / carers of both the 'bully' and the 'bullied' and arrange separate meetings
- Make accurate records of all responses
- Make decisions about sanctions / next steps and follow them
- Check progress and report back to all those involved i.e. parents, pupils, teacher.
- Continue to offer support and reassurance to the 'Victim' e.g. a named person, a worry buddy, a time out pass etc

*Any incident may throw up a number of issues, which require the involvement of the school's Designated Safeguarding Lead*

### **Our response will consist of:**

- Valuing the self-esteem of all involved
- Safe guarding the health and well being of all pupils
- Involving children in the decision - making process
- Intervention work with the bully (or bullied if needed)
- Sanctions in line with school discipline policy
- An approach which seeks to get all parties to understand and explain how each other feel
- Support from outside agencies if necessary e.g. Education welfare, Sefton Parenting Partnership, Sefton Well Young Persons Service, Behaviour Support, Local Community Police
- Involving parents at an early stage

### **Involving and meeting parents**

Informing parents can be difficult as the language and imagery behind the term 'bullying' and 'the bullied' is very emotive

### **When meeting with parents we will:**

- Identify the quickest and least threatening way of contacting the parents and in regard to the meeting, as far as possible, look to establish a comfortable and non- threatening climate
- Deal with the emotions
- Clarify the purpose of the meeting and if appropriate the involvement of other services
- Look for positive support
- Challenge the unacceptable behaviours and the responses to this without condemning the child
- Clarify and record the outcomes of the meeting
- Update any developments and Feedback to parents at a later date

### **Supporting all parties**

Small pamphlets that summarise our policy and give advice to the different parties involved are available; the pamphlet is also given out to new parents within the school prospectus. PHSE lessons and visits from relevant organisations ensure anti-bullying remains a priority issue and a focus of discussion. The School Council also developed a child-friendly version of our Anti-bullying Policy for children.

The following are examples of the tips, advice and messages given:

### **Procedures for Pupils**

#### **Tips to avoid being bullied**

Remember anyone can be bullied, it is not a sign of weakness but you may be able to help yourself by following the tips below:

- Avoid being on your own. Stay with a group of friends you trust.
- Leave expensive toys/belongings at home.
- Think! Could you alter your behaviour in any way in order to not give the bully any reason to taunt you

The following procedures should be encouraged:

#### **When you are being bullied**

- Be firm and clear, look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away

#### **After you have been bullied**

- Tell a teacher or another adult in school
- Tell your family
- If you are scared to tell, ask a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

**When you are talking about bullying with an adult, be clear about:**

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

**REMEMBER – Don't suffer in silence!**

**Procedures for Parents**

**If your child has been bullied:**

- Calmly listen and talk with your child about his/her experience
- Make a note of what your child says- who, how often, where and what happened
- Reassure them they have done the right thing to tell you
- Explain that they must tell a teacher
- Make an appointment to see either the class teacher, Deputy or Head teacher
- Explain to the school the problems your child is experiencing
- Try to stay calm, remember the school adults may have no idea at this point that your child is being bullied
- Be as specific as possible about what your child has said
- Give the school an opportunity to investigate the incident and act upon it
- Let your child know the school is supporting you and taking action to make it stop.
- Stay in touch with the school and let them know if the situation has improved or not
- If you are not satisfied or your child needs further support make an appointment to see the Head teacher.

**Signs and Symptoms to look out for**

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

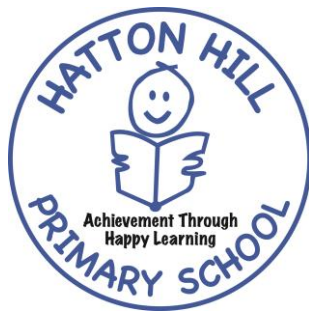
- Is frightened of walking to or from school
- Begs to be driven or accompanied to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to perform poorly in school
- Comes home with clothes torn or property damaged
- Has possessions which keep going 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 is wrong

- Is nervous or jumpy when mobile phone, internet messages come through
- Gives improbable excuses for any of the above

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

### **Monitoring, Evaluation and Review**

The policy will be promoted and implemented throughout the school. It will be reviewed regularly to assess its effectiveness and to ensure that it remains responsive to changing needs while continuing to protect children from bullying.



## Record of Bullying

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Name of 'Bullied child': \_\_\_\_\_

Date you were told of the bullying: \_\_\_\_\_

Who were you told by? \_\_\_\_\_

Child/ Children named as doing the bullying: \_\_\_\_\_

How long has it been happening? \_\_\_\_\_

Where does it happen most? \_\_\_\_\_

When does it happen most? \_\_\_\_\_

What type of bullying was/ is it?

Verbal: \_\_\_\_\_

Physical: \_\_\_\_\_

Other: \_\_\_\_\_

Action taken by you – (please tick box)

<input type="checkbox"/>	Discussed situation with 'Bullied child' (A)
<input type="checkbox"/>	Discussed situation with child doing the bullying (B)
<input type="checkbox"/>	Agreement reached that child (B) had been bullying and that it would stop – you to monitor



	<b>Agreement reached that child (B) had been unkind but that it was <u>not</u> bullying but the behaviour would stop – you to monitor</b>
	<b>Agreement reached that child(B) had been bullying and that it would stop but also needed a minor sanction – you to monitor</b>
	<b>Agreement reached that child(B) had been bullying and that it was a serious incident – passed to head or deputy</b>
	<b>Agreement reached that there are different points of view and that the situation require further monitoring by key staff</b>
	<b>Parents of Bullied child (A) informed of outcome</b>
	<b>Parent of child (B) doing the bullying informed of outcome</b>

**Please note any further action taken**

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**Signed Class Teacher:** \_\_\_\_\_

**Signed Head/ Deputy:** \_\_\_\_\_

**Record completed by:** \_\_\_\_\_

**Role:** \_\_\_\_\_

**Date:** \_\_\_\_\_