

Hollyfast Primary School Anti-Bullying Policy

2022-2025



| Version | Date | Author | Changes |
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Hollyfast Primary School Anti-Bullying Policy

September 2022

In our school our vision shapes all we do:

VISION

Our vision is to be an excellent school that empowers children to ***dream big, aim high*** and ***push limits***, in order to achieve and attain their very best, all of the time. Every child at Hollyfast will be ***valued and nurtured***, feeling a strong sense of ***belonging***- within their class, year group, school and wider community. Rooted in ***kindness*** and ***respect***, this sense of belonging will nurture the children into confident, outward- facing citizens, who ***value personal growth as much as academic achievement***, enabling them to ***flourish***, both today and in the future.

OUR MISSION

Our mission as a school is to provide an ***excellent*** education to ***every*** child, in ***every*** classroom, ***every*** day, whilst maintaining high quality pastoral care. ***Excellent teaching and leadership*** will be a part of ***every day life*** at Hollyfast, underpinned by ***collaborative, respectful*** working and learning relationships by all. As a result, all children will leave our school happy and driven to become the very best version of themselves.

PUPIL MOTTO

'Aim high, grow within and reach beyond the stars'

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto intertwined with our school values of:

- Excellence
- Kindness
- Courage
- Respect
- Collaboration
- Perseverance

Principles and Values

As a school, we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be.

This Anti Bullying Policy is written in line with Keeping Children Safe in Education 2022:

Child on Child abuse

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

What is bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Hollyfast is considered to be, “unacceptable behaviour which occurs **‘lots of times, on purpose’**.”

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional. (For example, being unfriendly, excluding, tormenting, threatening, name-calling, sarcasm, spreading rumours, teasing.)
- Physical (For example, pushing, biting kicking, biting, hitting, punching or any use of violence)

- Racial (For example: taunts, graffiti, gestures)
- Sexual (For example: unwanted physical contact or sexually abusive comments)
- Homophobic
- Cyber- bullying (For example, all areas of internet, such as email and internet chat, Twitter, Facebook misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEND or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place anywhere. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and symptoms for parents and staff

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

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- 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
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes and Recording

All known/reported incidences of bullying will be investigated by the class teacher and referred to a DSL. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

In the case of racist bullying, this must be reported to the Headteacher
All incidences of bullying should be recorded on CPOMs. This would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Following an investigation,

all potential bullying incidents will be defined as either substantiated or unsubstantiated.

All incidents of bullying will be discussed with relevant staff and parents of the children involved, this will ensure everyone is vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

The child displaying unacceptable behaviour, may be asked to apologise (as appropriate to the child's age and level of understanding) Other consequences may take place. Eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg police, counsellor, Local Authority support.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions. This may include no changes in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling or even fixed or permanent exclusion will be considered.

Prevention

At Hollyfast Primary, we use a variety of methods to support children in preventing and understanding the consequences of bullying through, RHSE, SMSC Curriculum, the school Vision and values, assembly themes, anti-bullying days and class learning forums.

The ethos and working philosophy of Hollyfast Primary means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded through the use of House Points, recognition board, praise and other rewards (see behaviour policy)

Staff will regularly discuss bullying as part of teaching and make incidental links across the curriculum, as and when appropriate, promote sharing incidents and feelings through use of stories, puppets etc.

If a child feels that they are being bullied, then there are many opportunities to share how they are feeling.

Advice to Parents

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher or the head teacher
2. Be reassured that you will be informed by the school, should they be a victim of bullying or the perpetrator

Please do not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

HELP ORGANISATIONS:

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice. For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to: Kidscape 2 Grosvenor Gardens London SW1W 0DH