Harewood Primary School

Aspire, Acquire, Achieve

Anti Bullying Policy

Approved by Governors:	September 2023
Review Date:	September 2024
Signed by Headteacher:	
Signed by Chair of Governors:	

Statement of Intent

Harewood Primary School is committed to providing a caring, friendly positive, inclusive culture that promotes excellent behaviour and ensures that all pupils have the opportunity to learn in a calm, safe and supportive environment where they feel safe, valued and respected, and learn free from the disruption of others. We actively promote a range of values through our environment and the relationships we foster: diversity, protected characteristics, equality, fairness, honesty, trust and respect. We aim to ensure that all children develop self-esteem and self-discipline as well as respect and consideration for others. They should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems. Children should be given opportunities to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Rewards and sanctions should be used fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable pupils. Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible. We believe in a positive, productive relationship between home, school and the community. Our aim is to provide an enriched and stimulating curriculum that motivates children to develop all aspects of themselves as learners. We strive for the highest possible standards of achievement for all children.

Aims

For all governors, teaching and non-teaching staff, pupils and parents to;
- have an understanding of what bullying is
- recognise the signs and symptoms of bullying
- know what the school policy is on bullying
- have consistent procedures to follow when bullying is identified
- be aware of the issues surrounding bullying
- Establish a whole-school approach to anti-bullying that reflect the values of the school
- Provide a consistent approach to anti-bullying that is applied equally to all pupils.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

> Behaviour in schools: advice for headteachers and school staff 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

> Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

Bullying

Harewood Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. The whole school community has a role in the prevention of bullying and each member needs to have a consistent view of what bullying is. When bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

STOP – Several times on purpose

Distinguishing bullying from other forms of aggression

We accept that sometimes children are not nice to each other and this can result in name-calling or even physical aggression. This does not mean the perpetrator is a bully. Bullying is distinctive from other forms of aggression in a number of ways:

There must be the intention to hurt
The bullying behaviour must be deliberate, not accidental.

There must be a hurtful action
There must be behaviour that causes harm or distress to the victim.

There must be a repetition of the behaviour
Bullying is repeated it is not a one off occurrence.

There must be an abuse of power
Bullying requires that there is an imbalance of power between the individuals involved and that the more dominant individual abuses the power he or she has over the less dominant individual. It is difficult for the victim to defend himself or herself.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Signs and symptoms of bullying
A child may indicate by signs or behaviour that he or she is being bullied. All staff and parents should be aware of these possible signs and investigate if a child:
> changes their behaviour
> becomes anxious, emotional, withdrawn or lacking in confidence
> becomes aggressive, disruptive or unreasonable
> is reluctant or unwilling to go to school
> repeatedly complains of feeling unwell in the morning
> school performance deteriorates
> there are sleep or appetite problems
> has unexplained cuts or bruises
> begins bullying other children or siblings
> is frightened or unwilling to say what is wrong

Responding to incidents of bullying (Including Cyber bullying)
Procedures to follow:
1. Pupils will:
> Report bullying to any member of staff by telling any adult or writing in their Friday communication book, which is a personal and private dialogue between teacher and child.
2. Parents will:

> Inform school if they are worried about their child in relation to bullying. They should approach a member of staff, the Head teacher, Mrs Heywood or Mrs Dawson, Deputy Head and Lead Behaviour Teacher. Cases of bullying will be dealt with seriously and consistent procedures will be adopted.

3. School will:

> Always listen. If a child reports bullying, the child should be listened to, taken seriously and appropriate enquiries made.
> Investigate all incidents of bullying.
> All incidents of bullying are reported to the Head teacher - Mrs Heywood and the Lead Behaviour Professional - Mrs Dawson and recorded on CPOMS. This will describe the complaint that was made; the investigation carried out and actions taken. Inform parents and if necessary invite them to come in to discuss the issue.
> Homophobic and Racist bullying are recorded separately. Racial Incident Monitoring Form RI1 is used to report racist incidents. The number and nature of bullying incidents will be presented to the Governing Body termly.
> Identify a key person to offer ongoing support to the child and to be available for them to report any future concerns or incidents to.
> All incidents of inappropriate behaviour are recorded on CPOMS. This identifies who was involved, where and when it happened and actions taken. CPOMS is then monitored by the Class teacher to identify any children who are repeatedly involved in inappropriate behaviour or any patterns of behaviour across school.
> Apply these procedures consistently.
> Use Restorative Practice to deal with bullying. Questioning, which requires reflection, is used and a reparative focus is built into the outcome. The wronged child is included in the outcome and where appropriate the class or a group is part of the conversation. The focus is on repairing relationships to reduce repeated incidents rather than purely punishing the perpetrator. Time is built into the organisation of the day to enable restorative conversations to occur.

Pupils who have been bullied will be supported by:
- Individual or group work on developing strategies for dealing with bullying and developing friendships
- Developing self esteem and self confidence
- Continued support to ensure that the bullying has stopped.

Pupils who have bullied will be supported by:
- Exploring reasons for the bullying through discussion with the child and their parents
- Helping the child to understand why their behaviour is wrong and how to change.
- Speaking to parents

Raising Awareness

Anti-bullying forms an important part of the curriculum. Awareness of what bullying (including cyber bullying) is and strategies for dealing with it are taught within PSHRE.

We will use the slogan '**STOP**'
Several
Times
On
Purpose

Posters will be put in each classroom using the slogan and the following information:
Don't get involved
Don't just stand and watch
Don't tell the bully that you will report them, but you must report them

PSHRE

Class teachers will deliver programmes of work in PSRHE (including the use of Discovery Education) aimed at raising awareness of bullying; developing strategies for dealing with bullying; improving self-esteem and confidence and developing the skills to make and sustain friendships.

Computing

E-safety and E-security are taught as part of the computing scheme of work. Pupils are taught that the Internet can be used as a way to influence and persuade people. They learn that they need to be aware of the risk of online radicalisation and that organisations seek to radicalise young people through the use of social media and the internet. They are taught how to build their resilience to radicalisation and who to report to if they are concerned by anything they

have seen or heard on the internet. Pupils are taught about the dangers of the internet and social media safely and how to use it safely and age appropriately.

The school has signed the anti-bullying charter and the Governing Body has approved this. This policy takes account of the Human Rights Act 1998. When dealing with incidents of bullying, the school will consider Human Rights issues.

Roles and responsibilities
The governing board

The governing body is responsible for:

> Reviewing and approving the anti-bullying policy

> Reviewing this policy in conjunction with the head teacher

> Monitoring the policy's effectiveness

> Holding the head teacher to account for its implementation

The head teacher

The head teacher is responsible for:

> Reviewing this policy in conjunction with the governing body

> Approving this policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with bullying

> Monitoring that the policy is implemented by staff consistently with all groups of pupils

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural and anti-bullying culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering appropriate training in behaviour management and anti-bullying, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the anti-bullying policy consistently

> Communicating the school's expectations, routines, values and standards through teaching anti-bullying and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording bullying incidents promptly on CPOMS and ensure that the action is also recorded

Homophobic, transphobic and racially motivated incidents have their own category on CPOMs to enable accurate analysis. Incidents are reported to SIC termly

> Analysing CPOMS data to look for patterns of bullying behaviour.

> Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to bullying incidents.

Parents and carers

Parents and carers, where possible, should:

> Get to know the school's anti-bullying policy and reinforce it at home where appropriate

> Support their child in adhering to the school's anti-bullying policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any bullying concerns with the class teacher promptly

> Take part in any pastoral work/restorative practice following bullying as perpetrator or victim (for example, attending reviews of specific behaviour interventions)

> Raise any concerns about the management of bullying with the school directly, whilst continuing to work in partnership with the school

> Take part in the life of the school and its culture

> Be involved in all stages of decision-making and their views listened to and considered. School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle issues of bullying.

Pupils

> Pupils will be supported to develop an understanding of the school's anti-bullying policy and wider culture.

> Pupils will be supported to meet the behaviour standards

> Pupils will become familiar with the school's key rules and routines

Promoting the Protected Characteristics at Harewood Primary School

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage or civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

At Harewood, we actively promote these in our curriculum and work to embed them into our ethos. We work to ensure that our children and school community understand that:

- Everyone is different
- We celebrate our differences
- We are all equal in our differences
- There are no outsiders at Harewood

Under the Equality Act you are protected from discrimination:

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association (for example, your local football club)

- When you have contact with public bodies like your local council or government departments

Books have been bought that feature single sex families to promote acceptance of same sex couples. Many families have same sex parents and references to parents and not mam and dad are school wide. Explicit references to gender are avoided wherever practical. Unisex toilets are available for pupil use. HART is a charity that we can refer children to support with transgender issues.

Safeguarding

The school recognises that changes in behaviour or bullying may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Off-site bullying

Sanctions may be applied where a pupil has been involved in bullying off-site when representing the school. This means bullying when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has been involved in bullying off-site, at any time, whether or not the conditions above apply, if the bullying

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online bullying

The school can issue sanctions to pupils for online bullying when:

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Serious sanctions
Detention

Pupils can be issued with detentions during break or after school during term time. Teachers can make the decision to keep children in during break times but if a child is asked to remain after school, a member of the senior leadership team must agree this.

Parents will be informed if a child is asked to remain in school after the end of the school day.

When imposing a detention, the school will consider whether doing so would:

> Compromise the pupil's safety

> Conflict with a medical appointment

> Prevent the pupil from getting home safely

> Interrupt the pupil's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Staff will only remove pupils from the classroom once other strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

> Restore order if the pupil is being unreasonably disruptive

> Maintain the safety of all pupils

> Allow the disruptive pupil to continue their learning in a managed environment

> Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by either a teacher, teaching assistant, the head teacher or deputy head teacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

Suspension and permanent exclusions

The school can use suspension in response to serious incidents which threaten the safety and well-being of themselves or others or in response to persistent bullying, which has not improved following in-school sanctions and interventions. If bullying cannot be managed using all the strategies outlined and the risk of harm to themselves, other children and staff is assessed as too great then a child may be permanently excluded from school. The LA must be informed and parents / carers have a right of appeal to the Governing Body if they wish. The decision to suspend or exclude will be made by the head teacher and only as a last resort. Please refer to our exclusions policy for more information.

Monitoring this policy

This anti-bullying policy will be reviewed by the head teacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the anti-bullying data. At each review, the policy will be approved by the full governing body.

Links with other policies
This anti-bullying policy is linked to the following:

> Behaviour policy
> Physical restraint policy
> Exclusions policy
> Child Protection and Safeguarding policy
> Online Safety policy
> Internet access protocol
> Peer on Peer Abuse Policy
> Sexting Policy

Pupil Voice
Children are involved in consultation about anti-bullying in their classrooms and the school in general. Harewood Voice meet with a Governor to share pupil views. This is reported back to the Governing Body.

Role of the Governing Body

This policy is the responsibility of the governing body.

Review and monitoring

The school will review this policy annually and assess its effectiveness in school.

Reviewed: September 2023
Next Review: September 2024