

Houghton Conquest Lower School

Anti-Bullying Policy

INTENT

The philosophy of Houghton Conquest is to create and sustain a happy, secure and caring environment in which children, parents, staff and governors can work together in partnership. Our focus on distinctive values within our Values Education programme aims to create a culture that respects and values each other's differences, promoting equality and diversity. Therefore, bullying of any kind is unacceptable, and will not be tolerated.

At Houghton Conquest Lower School we aim to:

- Ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- Create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- Ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- Inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- Outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures

This policy should be also read in conjunction with our Behaviour Policy, Peer-on-Peer Abuse Policy and Equality and Diversity Policy.

DEFINITION OF BULLYING

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017) The Anti-Bullying Association defines it as: "the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power".

The ABA edited for Primary children definition reads, "Hurting another person, or group, on purpose, more than once. Bullying can involve using ganging up to make another person feel helpless. It can happen face-to-face or through the internet."

The nature of bullying can be:

- Physical (*e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact*)
- Verbal (*e.g. name calling, ridicule, comments*)
- Cyber (*e.g. messaging, social media, email*)
- Emotional/indirect/segregation (*e.g. excluding someone, spreading rumours*)
- Sexual (*explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching*)
- Visual/written (*e.g. graffiti, gestures, wearing racist insignia*)

- Damage to personal property
- Threat with a weapon
- Theft or extortion

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs or disability (SEND)
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Bullying can also include cyberbullying or online bullying. Use of the internet is supervised in school and any online bullying behaviour within school e.g. the repeated sending of messages with the intent to hurt or offend would be subject to the school's procedures.

Bullying is not: getting on and falling out, changing friendship groups, being rude, being mean, or a one-off incident of hurting another child, physically or otherwise.

REPORTING BULLYING

Pupils are strongly encouraged to tell someone if they are being bullied themselves, or if they see bullying happening to anyone else. Pupils are encouraged to tell any member of staff and/or their parents who can also support them with reporting bullying.

Pupils are able to speak to school staff at any point of the school day and parents can make an appointment to speak to the class teacher or the headteacher if they wish to discuss any incident of bullying.

RESPONSIBILITIES OF STAFF

Our staff will:

- Challenge bullying behaviours (including homophobic, biphobic and transphobic (HBT) bullying and language)
- Report bullying to the Headteacher
- Be vigilant to signs of bullying (e.g. signs of distress)
- Play an active role in the school's efforts to prevent bullying through:
 - Fostering in our pupils self-esteem, self-respect and respect for others
 - Demonstrating, by example, the high standards of personal and social behaviour we expect of our pupils
 - Contributing to discussing bullying as a whole school, so that every pupil understands what is meant by bullying, the implications of bullying and the importance of telling a teacher or adult about bullying when it happens
 - Listening to children who have been bullied, take what they say seriously and act to support and protect them

- Following up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- Dealing with observed instances of bullying promptly and effectively, through our Behaviour Policy and reporting to the Headteacher.

Our Anti-bullying lead in school is the Headteacher. Our Safeguarding Governor is Mrs Macredchian.

RESPONSIBILITIES OF PARENTS

We ask our parents to support their children and the school by:

- Watching out for signs of distress or unusual behaviour in their children (e.g. feigning illness, lack of concentration), which might be evidence of bullying
- Supporting their child to report the bullying by:
 - Advising their children to report any bullying to an adult in school and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
 - If necessary, arranging a meeting with the class teacher and/or the head teacher with their child to report any bullying incidents
- Advising their children not to retaliate to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that the appropriate action will be taken
- Keeping a written record of any reported incidences of bullying
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth and pointing out the implications of bullying both for the children who are bullied and for the bullies themselves
- Not attempting to sort the problem out themselves by speaking to the bullying child or by speaking to other parents

RESPONSIBILITIES OF PUPILS

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying
- Watch out for signs of bullying among their peers
- Support and encourage their peers to report any incidents of bullying
- Report to a member of staff any witnessed or suspected instances of bullying
- Have the courage to report to a member of staff if they feel they are being bullied in order to stop the incidents and the bullying of other potential targets

RESPONSIBILITIES OF ALL

Everyone should:

- Work together to combat and, where necessary, eradicate bullying

RESPONDING TO BULLYING

1. Reports of bullying should be taken seriously, thoroughly investigated, and all staff made aware (including Midday Supervisors).
2. Incidents should be documented in detail
3. Parents of bully and victim will be informed of any investigation taking place.

4. Bully and victim should both have a restorative meeting.
5. If it is discovered that bullying has taken place support will be offered to the victim to feel safe within our school environment. If bullying is not proved, support will still be offered.
6. The bully will be supported, in the expectation that their behaviour will change quickly. The bully will receive a consequence as a result of their actions.
7. All bullying is followed up by senior leaders to ensure it has stopped. This is usually achieved through regular communication with the child, parents and staff.
8. All Bullying incidents are logged by the school.

SCHOOL STRATEGIES TO PREVENT AND TACKLE BULLYING

We use a range of measures to prevent and tackle bullying:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community.
- Constant teaching and reinforcement of our values. Our values education programme underpins all our teaching about positive behaviour choices. The value of the month is explored both in assembly time and in class lessons, and children gradually develop the skills of empathy and understanding of others. When we have issues of poor behaviour choices or bullying we are able to use this framework to reflect on what went wrong and how we can put it right.
- Anti-bullying assemblies to remind pupils what bullying is and the importance of reporting bullying. The assemblies also remind pupils about how to report bullying.
- Our Personal, Social, Health and Emotional (PSHE) programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Stereotypes are challenged by staff (and pupils are encouraged to do this also)
- Circle time provides regular opportunities to discuss any issues that may arise in class and for teachers to target specific interventions.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Specific support programmes, such as social skills programmes, are offered to targeted groups of children.
- Measures the school uses to promote positive behaviour are: Positive reinforcement of excellent models of behaviour, verbal praise, awards e.g. team points, headteacher awards.
- Sanctions for unacceptable behaviour e.g. amber and purple card system.
- Personalised behaviour support plans created with the class teacher, Special Educational Needs Co-ordinator, parents and, where necessary, the Headteacher. These may include additional class and playtime support, internal exclusion from specific activities, personal, social and emotional support work.
- Working with parents and carers, and in partnership with community organisations, where and when appropriate, to tackle bullying.

TRAINING

The Headteacher is responsible for ensuring that all school staff (including teaching assistants and midday supervisors) receives regular training on all aspects of the anti-bullying policy.

MONITORING AND REVIEW

1. The Anti-bullying lead is responsible for monitoring the policy on a day-to-day basis. The Anti-bullying lead is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.
2. The Headteacher is responsible for reporting to the Governing body on how the policy is being enforced and upheld, via the termly report. The Governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is formally reviewed every 12 months.
3. Ensure that all concerned are aware of the contents of the policy e.g. publicise annually or more frequently so that new families and staff are informed.
4. Publish the policy on the school website so it is available for all parents.
5. Send annual questionnaires to parents and pupils to include their views.