



# HIGH BEECHES PRIMARY SCHOOL

## *Anti-bullying Policy November 2019*

### **Introduction**

At High Beeches School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Bullying is defined as the persistent and repeated targeting of a child or group of children with the intention of causing physical or emotional distress, where it is difficult for those being bullied to defend themselves. The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying (peer on peer abuse) is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Behaviours which can develop into bullying include the following:

- name-calling, taunting, teasing, mocking and making offensive or prejudicial comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- unkind hand gestures
- inappropriate physical contact such as kicking, hitting, pushing
- taking belongings
- cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites. Although this is likely to happen outside of school hours, it is likely to have implications for children in school and will always be taken seriously.

Bullying may be linked to following issues:

- ethnic background, religion or culture
- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation;
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class);
- age/maturity;
- other home circumstances – such as pupils in care, young carers or where parents/carers have mental health difficulties or other vulnerabilities

Pupils who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence or changes in work patterns, lacking concentration or truanting from problems with attendance physical attack will also be taken seriously and dealt with via the school's behaviour policy.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

In line with the Behaviour Policy, parents will be informed if their child is involved in serious, unacceptable behaviour when it occurs.

### Incidents of bullying outside the school's premises



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Our school will investigate any incident of bullying taking place outside school and involving our pupils.

We will:

- encourage victims “not to suffer in silence”.

We may:

- talk to the local police about the problems within the Community;
- talk to the Headteachers of the schools whose pupils are involved in bullying off the premises.

### **The Role of Parents and Carers**

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community, they must report this to the Headteacher immediately.

On occasions, when a parent suspects another child of inappropriate behaviour towards their own child they may be tempted to instigate their own enquiry. This can result in inappropriate verbal exchanges between parents and in front of pupils and may even constitute bullying in itself. If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents with such concerns should inform their child’s class teacher or, where they feel concerns are not being addressed, should inform the headteacher or other senior member of staff.

### **IMPLEMENTATION**

The following steps may be taken when dealing with incidents:

1. if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
2. a clear account of the incident will be recorded on Form 1 (see Appendix A) and given to the headteacher or other senior member of staff
3. the headteacher or other senior member of staff will interview all concerned and will record the incident on Form 2 (see Appendix B) if appropriate
4. class teachers will be kept informed and, if it persists, the class teacher will advise the headteacher or other senior member of staff;
5. parents will be kept informed
6. appropriate measures will be taken which may include specific sanctions;

Pupils who have been bullied will be supported by:

- offering an immediate opportunity (or as soon as is reasonably practical) to discuss the experience with a class teacher or member of staff of their choice;
- reassuring the pupil;
- offering continuous support;
- restoring self-esteem and confidence.

Pupils who have been identified as the perpetrators of bullying will be helped by:

- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrong doing and need to change;
- informing parents/guardians to help change the attitude of the pupil.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE lessons, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **CONSEQUENCES**

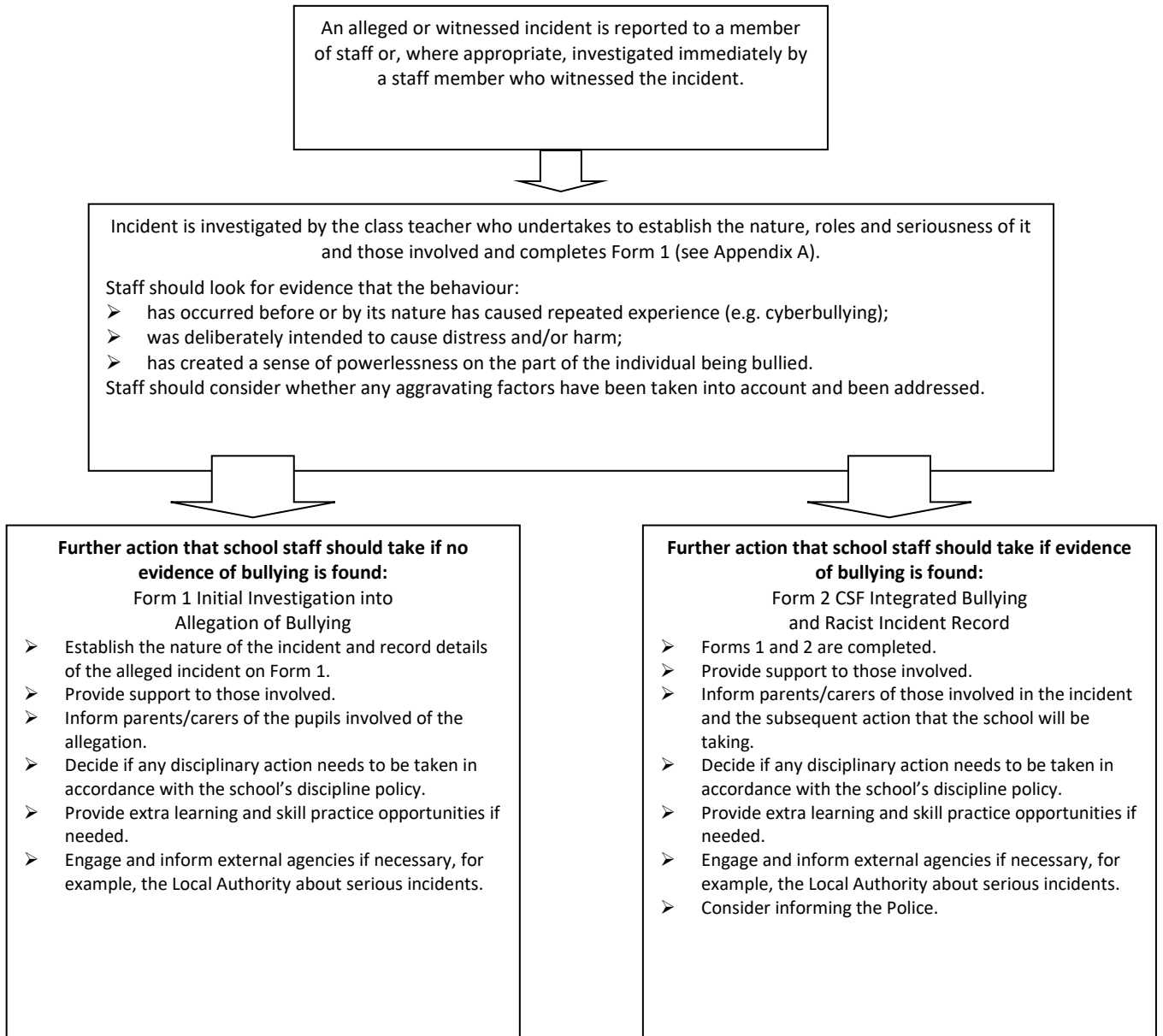
Each incident will be considered on its context, frequency and severity and appropriate sanctions implemented as stated in the Behaviour for learning and positive relationships policy.



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### SUMMARY OF PROCEDURES



### BULLYING ISSUES INVOLVING EMPLOYEES

This policy refers only to pupils and alternative documents should be referred to in cases involving employees.

Where the employee is thought to have been bullied:

- Harassment and Bullying Policy (Employees)
- Harassment and Bullying Procedure (Employees)

Where the employee is thought to have bullied:

- (Staff) Disciplinary Procedure
- Whistleblowing Procedure

### MONITORING, EVALUATION AND REVIEW

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Signed:



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FORM 1

## **Investigation into a hurtful or prejudice related incident or allegation of bullying**

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:



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## Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
  - Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
  - Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- Incident was not bullying on this occasion because it was
  - the first hurtful incident between these children
  - teasing/banter between friends without intention to cause hurt (should not happen again)
  - falling out between friends after a quarrel, disagreement or misunderstanding
  - conflict that got out of hand (should not happen again)
  - activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
  - Other \_\_\_\_\_

### The definition of a prejudice related incident

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

### Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief/faith		
Gender		
Transphobia/Gender identity		
Homophobia/sexual orientation		
Sexualised		
SEN and Disability		
Ability/application		