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# HIGH LANE PRIMARY SCHOOL

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## Anti-Bullying Policy

Date policy was agreed with Governors	March 2018
Review Date	March 2020
Person(s) Responsible	Headteacher
Signed:	Date:

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a safe, happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

## **Introduction**

### **Aim:**

At High Lane Primary School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

### **We define bullying as:**

***Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally’.***

We believe that:

- All bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it.
- We must investigate all incidents of bullying and take action where necessary, supporting both the bully and the victim at all times.
- Children who bully must be held to account for their wrongdoing, but may need support to change their attitudes and behaviour.
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times.
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying.
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
- All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults.
- It is important to focus upon preventing bullying behaviours in school.

### **Identifying and supporting vulnerable children**

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to make or sustain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

### **Who is bullied?**

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

These are some factors that can make people vulnerable:

### **Methods and Types of Bullying**

It can be:

- **Physical** – kicking, punching, spitting, any form of physical assault, damaging belongings, taking someone else's property, or making people do something they don't want to do.
- **Verbal** – name calling, mocking, taunting, spreading rumours, blackmail and threats.
- **Indirect / Emotional** – being unfriendly, exclusion, tormenting (e.g. hiding books), using threatening gestures / looks, making someone feel scared or uncomfortable.
- **Sexual** – unwanted physical contact, repeated exhibitionism, voyeurism, comments of an unwelcome sexual nature, sexual assault.
- **Racist and faith based** – racial taunts, religious faith-based taunts, graffiti, gestures, name calling.
- **Cyber** – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), , the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions (on ask.fm), nasty inbox messages.
- **Homophobic** – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc.
- **Transgender** – based on perception of gender identity.
- **Caring responsibilities** – name calling, negative assumptions/misunderstandings about young carers
- **Disability/health** – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty or health issue.
- **Appearance** – based on weight, size, height, size, hair colour, unusual physical features.

**Language** that underpins any type of bullying behaviour as listed above must be challenged at all times.

**We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.**

### **Who is bullied?**

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

### **Guidelines for detecting and combating bullying**

We all need to be aware that bullying can happen at any time in school including in the classroom both during or after lessons, on corridors, on the playground, field areas, en route home or during outdoor/extra-curricular activities, at home on the internet and on mobile phones.

All staff and parents need to maintain vigilance and play an active part in detecting and combating bullying. Pupils will be more likely to inform of incidents of bullying both in and out of school if whole-school awareness is raised.

### **Possible indicators of bullying include:**

We recognise that the following behaviours may suggest someone is being bullied. However we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude

- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

We ask families to share any concerns with us as part of our duty of care for their child and we will share our concerns with them to support all our community as effectively as possible.

This may mean that we as a school may need to help a child become aware of the impact of their behaviour/ attitudes or language on others and work with them over time to change.

### **Steps we can take to prevent bullying**

- All members of the school community feel listened to and valued through the integration of Restorative Approaches into all areas of school life.
- A climate exists where bullying and violence are not tolerated.
- Be watchful, observe the social relationships between pupils – both in and out of class.
- Provide opportunities to investigate bullying (including cyberbullying) and how it can be eliminated – through discussion, drama, writing, posters, children’s websites, questionnaires and through activities outlined in the PSHE Scheme of Work.
- Praise caring and non-threatening behaviour.
- Provide a caring and co-operative atmosphere of social skills and raise self-esteem within and across the curriculum.
- Make sure children know to tell an adult immediately if they feel they are being bullied.
- Provide support for children who have feelings of inferiority or of guilt.
- Use pupils as a positive resource to countering bullying through discussion and helping to make newcomers feel welcome and accepted.
- Run an anti-bullying week in school.
- Link our on-going activities such as PSHE and Citizenship and Circle Time and use the SEAL materials to help develop self-esteem and a caring attitude in all our pupils.
- Whole-school themes and projects at various times in the calendar.
- Ensure that staff model positive relationships at all times.
- Train all staff to identify and address bullying.
- Audit our site regularly to establish that children feel safe, especially known vulnerable areas.
- Develop peer support systems to prevent and respond to bullying.

At High Lane we have signed up to an Anti-Bullying Charter. See Appendix 1.

The anti-bullying principles mean that learners who experience bullying:

- are heard
- know how to report bullying and get help
- are confident in the school’s ability to deal with the bullying

- can be confident that steps are taken to help them feel safe again
- are helped to rebuild confidence and resilience
- know how they can get support from others.

### **Developing a whole school approach**

At High Lane Primary School we work closely with members of the schools' community to ensure the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

### **Dealing with an incident.**

The school community needs to be made aware that when a bullying, (including cyber bullying) incident has come to the attention of adults in the school, it has been taken seriously and action has resulted.

Although incidents may not be bullying they should always be followed up thoroughly by the school and dealt with appropriately.

Any incidents will be dealt with restoratively, where all parties needs and views are expressed and there is an opportunity for harm to be repaired'.

**Safeguarding procedures will be followed when child protection concerns arise.**

### **Steps to take if an incident occurs**

- Offer immediate support to the victim – listen carefully and wherever possible offer strategies to avoid future recurrence.
- Talk to victim/bully together – ask older children to record the event in writing, keep on file.
- Fully record all incidents, together with the action taken (this will convey to victim and bully how seriously the school regards bullying behaviour). Termly feedback is made available for governors via the Headteacher report.
- Make the bully (and if necessary their parents) aware that their behaviour is unacceptable.

### **Advice to parents**

- Contact school immediately should you have cause for concern.
- Encourage your child to talk to a member of staff as soon as an incident has occurred.
- Show an interest in all that your child does at school.
- Advice and guidance can be offered through school.

### **Monitoring and evaluation**

We will check through a range of pupil voice, circle work and other activities, the experience our children have of our anti-bullying policy in relation to:

- Being heard
- Being able to report bullying and get help

- Being confident in the school's ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being helped to rebuild confidence and resilience
- Being aware of how they can get support from others

This overview, together with the data analysis, will be the starting point of the policy review and change in practice.

### **Conclusion**

Bullying will not be tolerated within school. In the event of an incident occurring, steps will be taken to give as much support as possible to the victim and to prevent a recurrence of the behaviour by the bully.

We will endeavour to achieve our aims by:

- Publicising our policy to pupils/staff/significant others.
- Keeping parents informed, letting them know that the school acts to prevent bullying, not just to deal with bullying incidents.
- Building on our school values and creating a positive ethos.
- Examining our 'hidden curriculum' – what kinds of messages do our verbal/non-verbal communications convey?
- Putting our policy into action.

This policy should be read in conjunction with:

- Behaviour Policy
- Equality and Diversity Policy
- School Prospectus
- Health and Safety Policy
- PSHE / Citizenship Policy
- School Improvement Plan
- Internet Acceptable Use Policy
- ICT Policy
- Safeguarding Policy
- School Development Plan
- Restorative approaches strategy

### **Appendices**

1. Stockport's Anti-bullying Charter
2. BSS Audit
3. Anti-bullying Checklist for schools
4. Organisations that can offer support

For additional information and advice please click on the link below

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/368340/preventing\\_and\\_tackling\\_bullying\\_october14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf)

