



# Heage Primary School

## Anti-Bullying Policy

Date last reviewed: 21<sup>st</sup> August 2023

Reviewed by: LR

Adopted by Governors on: September 2023

### Vision

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", July 2017 and it is recommended that schools read this guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Heage Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

### Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

## **Definition of Bullying**

Bullying is "persistent, frequent behaviour by an individual or a group that intentionally hurts another individual, either verbally, emotionally or physically, and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", October 2014).

At Heage Primary School, we refer to this as, "Several Times On Purpose".

Bullying can take many forms:

Emotional	Being unfriendly, tormenting ( e.g. taking personal belongings, making threatening gestures) , excluding
Physical	Pushing, kicking, hitting, biting or any kind of violence that harms someone physically.
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact, sexually abusive comments, homophobic/gender based comments
Direct or Indirect Verbal (sometimes known as relational bullying)	Name-calling, sarcasm, spreading rumours, teasing
SEND related bullying	Whereby someone is bullied due to having special educational needs or a disability.
Cyber-bullying	Forms of bullying named above which take place on any area of the Internet, e.g. Facebook, email, Twitter. This includes 'sexting'.

Bullying in any form is not considered appropriate behaviour and is not tolerated at Heage Primary School.

## **Creating an Anti-Bullying Climate Within School**

Our school's **Behaviour Policy** outlines how we promote positive behaviour within our school and how this is rewarded. Our aim is to promote good behaviour and respect, prevent bullying and help develop our pupils to grow up as responsible citizens.

### **Our curriculum is used to:**

- Raise awareness about bullying and our anti-bullying policy.
- Increase understanding for victims and help build an anti-bullying ethos.
- Teach pupils how to manage relationships with others.
- Teaching pupils how they can express their anxieties or concerns about bullying and/or report a bullying incident.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
  - Healthy relationships
  - Respectful behaviour
  - Gender roles, stereotyping and equality
  - Body confidence and self-esteem
  - Prejudiced behaviour
  - That sexual violence and sexual harassment is always wrong
  - Addressing cultures of sexual harassment

### **Our school aims to create an anti-bullying climate by:**

- Modelling respectful relationships and encouraging pupil co-operation and the development of interpersonal skills through group and paired work.
- Celebrating success and achievements to promote and build a positive school ethos.
- Challenging unpleasant behaviour and promoting difference, diversity and tolerance.
- Using PSHE (through Circle Time, role play and stories) and assemblies to generate discussion about bullying and what can be done to prevent bullying.
- Providing school council and pupil voice sessions to offer a forum where children can discuss concerns about bullying on a regular basis.
- Actively taking part in National Anti-Bullying Week.
- Communicating our anti-bullying message through the use of displays, posters and leaflets to parents, teachers and children.

- Developing break and lunchtime provision, through access to a range of sporting activities and equipment, in order to reduce the opportunities for bullying to take place.
- Actively creating 'safe areas' to limit the opportunities for bullying to occur.
- Training all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Training school staff to be alert for the signs that someone may be being bullied and also to be able to identify risk factors which may lead to bullying behaviour and taking appropriate action.
- Offering an 'open door' policy where all member of the school community feel able to communicate with school staff and raise concerns.
- Being alert to mental health and wellbeing issues, which may be a cause of bullying behaviour and taking steps to support mental health and well-being, where appropriate.
- Working with other agencies, where appropriate, and the wider school community to prevent and tackle concerns.
- Publicising the details of helplines and websites.

## **Reporting and Responding to Bullying**

### **Pupils within school can report bullying behaviour to:**

- Their teacher;
- Any member of staff in school (teachers, teaching assistants, midday supervisors, School Business Manager);
- Their peers;
- Their parents;
- Their class School Parliament representative.

**Pupils (bystanders) who see bullying behaviour should also report it to any of the above.**

**All school staff will act when they become aware of a bullying incident.**

If bullying is suspected or reported, the incident will be investigated by a member of staff. This may be the member of staff to whom the incident was reported to or the child's class teacher and in more serious cases, may be in conjunction with a member of the SLT.

### **Procedures**

- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead.
- Victims and alleged bullies will be interviewed separately and in a private space. On occasion, and where appropriate, children may be asked to write down details of the incident.
- Members of staff will listen carefully to all parties and not attach blame until the investigation is complete.
- Pupils will be informed that they are not to discuss the incident with other pupils until the investigation is complete.
- All incidents reported as bullying will be logged on the relevant **Bullying Report Form**, held within the school office and then onto the school's **RMIntegris** system for all pupils involved.
- Teachers will be kept informed, where appropriate, with consideration to pupil privacy.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour management policy.
- Parents/carers will be kept informed and invited in to discuss the matter further if they would like.

- Sanctions will be used as appropriate and in consultation with all parties concerned in conjunction with the school's behaviour management policy.
- If necessary and appropriate, the police or other local services will be consulted.

If the bullying is of a sexual nature, this will be recorded on **RMIntegris** - in the first instance - and on the **sexual violence and sexual harassment incident reporting log**. The school's Designated Safeguarding Lead will also be informed as soon as possible after the report is made and it will be investigated as detailed above.

If the bullying is prejudice related, this will be recorded on **RMIntegris** - in the first instance - and the **prejudice-related incident reporting form** and then passed to a member of the SLT or headteacher as soon as is reasonably possible.

### **Sanctions**

If the headteacher or a member of SLT acting on behalf of the headteacher is certain that bullying has taken place then the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The pupil, and parents, will then be informed of any sanctions to be put in place,

Sanctions will be put in place, as appropriate, and may include, but are not limited to:

- Restorative conversations
- Reprimands
- Loss of privileges
- In-school exclusions
- Fixed-term or permanent exclusions

Where possible, school may attempt a reconciliation and obtain a genuine apology from the bully. This may be in writing or face-to-face with the victim's consent.

### **Supporting Pupils**

**Heage Primary School** is committed to supporting children who are bullied and making appropriate provision for children's needs. The nature and level of support will depend on individual circumstances and the level of need.

### **Pupils may be supported in the following ways:**

- Offering the victim a timely opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Offering the victim and perpetrator a check-in with an appropriate adult on a weekly basis for 3-6 weeks after the incident, to check whether the bullying has stopped.
- Weekly phone calls home, where appropriate, to check-in with parent's views.
- Alteration to seating plans to avoid potential conflict.

- Encouraging the victim to go to a trusted adult for support if the bullying is continuing.
- Encouraging the victim to broaden friendship groups and avoid direct contact with the perpetrator.
- Providing emotional support, where appropriate, to the victim in order to build resilience and regain self-esteem. This may include referrals for counselling and other therapies.
- Provide appropriate mental health and wellbeing support to the perpetrator, where necessary.
- Progress of the victim and perpetrator will be monitored by the pupil's class teacher.

### Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure parents/carers know who to contact if they are worried about bullying.
- Ensure parents/carers know about our complaints procedure and how to use it effectively.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Encourage parents to work with the school to role model positive behaviour for pupils, both on and offline.

### Bullying outside of school

- The **headteacher** has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Sections 89 (5) of the Education and Inspections Act 2006 gives the **headteacher** the power to regulate pupils' conduct when they are not on the school premises, and therefore, not under lawful charge of a school staff member.
- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops or in a town or village centre.
- Where bullying outside school is reported to school staff, it is investigated and acted on.
- In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

- The **headteacher** is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

### **Evaluating our policy**

This policy will be updated and evaluated periodically. This will take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

### **We will evaluate our policy using the following measures:**

- The number of incidents reported over a given period;
- Pupils' perceptions of bullying;
- The number of complaints received from parents;
- Comments made by visitors to the school.

This information will be used to inform further reviews of the policy.

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Management Policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies

### **Links to legislation and guidance**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986



- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- The Computer Misuse Act 1990

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

## **Responsibilities**

The **governing body** is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The **headteacher** (with the support of members of the SLT) is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a [Bullying Report Form](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at regular intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

**Teachers** are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, informing members of the SLT where appropriate.

- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

**Parents** are responsible for:

- Informing their child's **class teacher** if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

**Pupils** are responsible for:

- Informing their teacher or another responsible adult if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Informing their teacher should they fall victim to cyber bullying.

This scheduled review date for this policy is **June 2025**

The named Governor with lead responsibility for this policy is: **Sharon Coope**.

The named member of staff with lead responsibility for this policy is the Acting headteacher: **Mrs Lindsey Roberts**.

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

## **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" October 2014:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health":  
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice:  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)



# Heage Primary School

## Bullying Report Form

This form will be sent to the headteacher upon completion and placed in the relevant file in the school office.

Personal details	
Name of person reporting incident:	
Name of pupil(s) being bullied:	
Gender:	
Year group:	
Form group:	
How may we contact you (please circle)?	
At school	At home
Home address:	
Email:	
Telephone:	

**Incident details**

**What happened?**

**Where did the incident take place?**

**When did the incident occur?**

**Who has been suspected of bullying?**

**Did anyone else see the incident?**

**According to the victim, how often does the bullying take place?**

**According to the victim, how long has the bullying been going on?**