





Houghton Primary School

Working hard to achieve our best

Anti-Bullying Policy

Date reviewed and adopted:	14.11.2017
Reviewed and adopted by:	Governors: Teaching, Achievement and Standards Committee
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Autumn 2019



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Introduction

At Houghton Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them to become resilient individuals. We would expect pupils to feel safe in school and to have a clear understanding of issues relating to their personal safety, such as bullying. We also want them to feel confident in seeking support from school should they feel unsafe.

Policy Development

This policy was originally formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and the children. Children contribute to policy development and review during assemblies and PSHE lessons. The school council work with the headteacher to develop a family friendly version which is emailed to all families and is published on the school website. Parents/Carers are included in policy development through questionnaires and through engagement in information events focusing on bullying.

Roles and Responsibilities

Headteacher

The headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. Her responsibilities include;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Reporting to governors.
- Ensuring evaluation takes place and that this informs policy review.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

Class teachers

Class teachers at Houghton Primary School have the day-to-day responsibility of managing bullying incidents and managing the reporting and recording of bullying incidents. They ensure that all incidences involving children in their class are followed up in accordance with the procedures in this policy. They keep other staff informed as necessary.

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The **nominated Governor** with the responsibility for Anti-bullying (Behaviour) is the link governor for Safeguarding.

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Safe to Learn: embedding anti bullying work in schools (2007).

At Houghton Primary School our children defined bullying as;

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is usually repeated over a period of time and it is very difficult for the victims to defend themselves. Bullying is mean and results in worry, fear, pain and distress to the victim/s.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

At Houghton Primary School we agree that bullying occurs when there is a deliberate intention to hurt or humiliate. It happens when there is a power imbalance that makes it hard for the victim to defend themselves. It is usually persistent.

Our children use the acronym STOP to help them to remember that bullying is usually something that happens deliberately and repeatedly:

S	Several
T	Times
O	on
P	Purpose

We support children in understanding that 'several' means more than once.

However, occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent. If a child has deliberately set out to cause upset, worry, harm or distress to another child we would treat this as 'bullying behaviour' and deal with it in accordance with this policy.

Other incidences which are one off, without deliberate intention to hurt or humiliate are dealt with in accordance with our school behaviour policy.

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What does bullying look like?

There are 4 main forms of bullying:

- **Physical-** pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things etc.
- **Emotional/Social** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation etc.
- **Verbal-** name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone etc.
- **Cyber** -using the Internet, interactive and digital technologies or mobile phones to torment, threaten, harass, humiliate, embarrass or otherwise target another person.

Bullying of targeted groups:

- **Racist** - Physical, verbal, social/emotional or cyber bullying of someone based on difference in race, colour, ethnicity, culture or language
- **Faith** - Physical, verbal, social/emotional or cyber bullying of someone based on religion and/or religious beliefs.
- **Sexual/Sexist** - Bullying that has a sexual dimension or is based on sexist attitudes that when expressed, demean, intimidate or harm another person because of their sex or gender.
- **Homophobic/Transphobic** - Physical, verbal, social/emotional or cyber bullying of someone who is lesbian, gay, bisexual or transgender. It also includes the use of the term gay or lesbian in a derogatory way.
- **Disabled or Additional Needs** - Physical, verbal, social/emotional or cyber bullying of someone who is disabled or has any form of additional needs.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between individuals and groups of children and may happen in school or outside of school.

Certain groups of pupils are known to be particularly vulnerable to bullying by others. These may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or

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'accessories'. At Houghton Primary School we teach children about what this means and what action they should take if they witness any form of bullying.

We use the acronym STOP to remind bystanders what to do if they witness any form of bullying;

S	Start
T	Telling
O	Other
P	People

This relates to our ethos of being a 'telling school' (see below).

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

We teach all children that bullying others is not acceptable and will not be tolerated. We also teach that being bullied is not acceptable. Everyone has the right to come to school and feel safe. We also use the **STOP** acronym to reinforce this message and to give advice about what to do if children find themselves in a situation where bullying is taking place.

S	Stand up to the bully
T	Take action
O	Open up
P	Protect yourself and others

This advice is taught within the curriculum and reinforced within a continuous approach with the following key messages:

S	Stand up to the bully	Try to stand up to the person. Use words which are clear, firm and confident to tell the person to STOP doing something which is hurting you/hurtful. For example; Stop calling me names, I don't like it. Stop whispering behind your hand and looking at me, it makes me feel uncomfortable. Stop pushing me around. It is unkind and hurts me. Stop sending me messages like this. Stop telling other people things about me that are not true. Stop making fun of me. It is not a joke. I don't like it.
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		<p>Never say horrible things back or react physically.</p> <p>Don't worry if you feel you can't stand up to the bully, but TAKE ACTION so that others can help you to get the bullying stopped.</p>
T	Take action	<p>Take action to get away from the bullying situation and to get it stopped.</p> <p>Always try to keep yourself safe by walking or running away and finding an adult. You can go to any adult in the school.</p> <p>You are not on your own. There is always someone in school who will help you.</p>
O	Open up	<p>This means TELL someone.</p> <p>Talk to an adult about what is happening. Don't keep it to yourself. This can be any adult in school, or at home.</p> <p>If you are worried about telling an adult, tell a friend and ask them to help you to tell an adult.</p> <p>Open up about what is happening and how it makes you feel. You can do this in writing or by drawing if you'd prefer.</p> <p>If no-one does anything – tell someone else. Keep doing this until someone helps you.</p>
P	Protect yourself and others	<p>Remember: No-one deserves to be bullied. Everyone has the right to be safe and to feel safe.</p> <p>You can protect yourself and others by telling.</p>

Children and parents are told that we are a 'telling school'. Children are taught that they can tell anyone in school, including friends, or their parents/carers. They are reassured that they will be listened to and action will be taken to help them and to stop the bullying from happening. They will not get into trouble as

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a result of telling. We send a very strong message that by telling we can help and that the bullying can be stopped if we know about it.

Children can tell someone, or ask a friend to tell someone on their behalf. They can do this verbally, or write it down if they feel more comfortable.

Parents and carers can report a concern about bullying to any member of staff in school, but are advised to talk to the class teacher as soon as possible.

We also use the STOP acronym to reinforce this message:

S	Start
T	Telling
O	Other
P	People

All staff will respond calmly and consistently to all allegations and incidents of bullying at Houghton Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will be 'interviewed' separately and have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

When someone tells a member of staff they are being bullied (or they know someone is being bullied) we will immediately:

- Listen
- Take it seriously
- Make sure the victim is safe and feels safe
- Give time and space
- Try to find out more information. We will talk to all the children involved and witnesses if there were any, including staff. We will usually do this with the children separately to give them the opportunity to tell their part of the 'story'.
- Give reassurance

If we find that bullying has occurred (see definitions above) we will:

- Deal with it immediately
- Work with the children involved
- Listen
- Give time and space.

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- Adopt a problem solving approach which moves children on from having to justify their behaviour but ensures that they take responsibility for their actions.
- Work with parents.
- Continue to work with the children involved, for as long as it takes or is necessary.
- Reinforce the message that bullying behaviour is unacceptable and will not be tolerated in any form.
- Apply sanctions as appropriate.

Who deals with bullying at Houghton Primary School?

Incidences are usually dealt with initially by the class teacher or the Inclusion Worker. If the child tells another member of staff they will inform the class teacher or Inclusion Worker as soon as they can and 'hand over' the case to them.

All incidences of bullying are reported to the Headteacher (or Deputy Head in her absence). The headteacher/Deputy Head will ensure that appropriate action is taken in all cases.

All incidences are recorded by teachers or the Inclusion Worker and this record is kept in a class file. This record includes any follow up work. (See Appendix B: Bullying Record Sheet) If the class teacher has not been involved, they will be told about the incident and any action that has been taken.

All incidences are shared with other teaching staff, support staff and lunchtime supervisors so staff can monitor behaviour. This is done in briefing meetings and through use of the lunchtime supervisors' communication log.

Other agencies will be informed and involved as necessary.

We are mindful that some forms and incidences of bullying may raise safeguarding concerns, including those relating to the Prevent Duty (the school's statutory duty, under Section 26 of the Counter Terrorism and Security Act 2015, termed "PREVENT", to aid the process of preventing people being drawn into terrorism of any form). All incidences of bullying that give rise to safeguarding concerns of any form are also logged, reported and dealt with in accordance with our Safeguarding and Child Protection policy.

Bullying is reported to Governors by the headteacher once a term.

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Response to Bullying

We use our School Behaviour Policy to deal with incidences of bullying and use the language of our Golden Rules and values to support our response.

However, bullying can be the result of complex behaviour, feelings and emotions and staff will work together with perpetrators and victims in order to support them and to take every possible step to ensure that the behaviour of the perpetrator changes. This response will be personalised to the nature of the incident and the children involved. All responses will be agreed and planned by the class teacher working together with the headteacher and/or other staff, including the Inclusion Worker, SENDCo and/or Deputy Headteacher as appropriate.

Parents (of the victims and perpetrators) will be informed as soon as possible of any incident which is found to be bullying and will be kept informed of the response and outcomes. This will be recorded on the record sheet relating to the incident. They may be asked to come into school to meet with the class teacher and headteacher to discuss the incidence and the action that will be taken.

Depending on the nature of the incident and/or if the child continues to engage in bullying behaviour after the incident has been dealt with, the headteacher will take further action which may include;

- Withdrawing a child from participation in school visits, clubs or events not essential to the curriculum
- Excluding a child (Fixed term or permanently)
- Involving the police or other outside agencies

All incidences which are prejudice-related will be reported using the Local Authority's PRIDE database (Prejudice Related Incidence Data Entry) which logs the nature of the incident and the follow-up action that has been taken.

The Headteacher is empowered by law to deal with incidents that take place outside of school but must do so in accordance with the school's policy. At Houghton Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps will be considered and may be taken:

- Contacting parents of the perpetrator if they are at our school. We will also consider contacting the parents of former pupils if they have been reported to bully a child still at our school.
- Talking to the local Community Police Officer about problems occurring outside the school grounds.

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- Talking to the Headteachers of other schools whose children may be involved in bullying off the premises.
- Talking to the children about how to handle or avoid bullying outside the school premises.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies are used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These include:

- Teaching all children through an inclusive curriculum which addresses all forms of bullying annually. We use the Cambridgeshire PSHE scheme of work from Reception to Year 6 to support this policy. The scheme uses a number of different teaching methods to support children's understanding of the issues surrounding bullying. These include; Draw and Write activities, stories, scenarios, role play, discussion, circle time etc.
- Monitoring of all behaviour and bullying records and taking action to tackle patterns of behaviour through our curriculum as well as with individuals.
- Making National Anti-bullying Week (annually in November) a high profile event each year. We also engage in national e-safety week to reinforce messages about cyber-bullying.
- Awareness raising through anti-bullying assemblies.
- Reinforcing anti-bullying ethos in displays
- Using praise and rewards within the approach and systems inherent in our 'Golden School' to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Anti-bullying training for all staff
- Involving the whole school community in policy development and review (annually in November)
- Producing a 'family friendly' version of the policy for the children and their families (annually in November)
- Holding information events for parents about our anti-bullying work

Monitoring and Review

To ensure this policy is effective, it will be regularly monitored and evaluated. This will include monitoring all records of bullying in order to identify possible trends and to take appropriate follow-up action.

Parents and carers are invited to engage in a questionnaire every two years which includes questions about bullying.

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The headteacher reports about bullying to governors in the Teaching, Achievement, Behaviour and Safety Committee and within her headteacher's reports to the full governing body.

The nominated governor with responsibility engages with the monitoring process which includes speaking with staff, children and parents during monitoring visits.

This policy was agreed by staff and adopted by the Teaching, Achievement, Behaviour and Safety Committee of governors in November 2017.

Next review: November 2019 or sooner as necessary.

Appendix A

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Anti-bullying Alliance <http://www.anti-bullyingalliance.org.uk>

NHS <http://www.nhs.uk/Livewell/Bullying/Pages/Bullyingadviceforparents.aspx>

Family Lives is a charity that runs a free and confidential 24-hour helpline for parents. Call 0808 800 2222 to speak about any parenting issue, including bullying. <http://www.familylives.org.uk/about/news-blogs-and-reports/news/bullying-uk-merges-with-family-lives>

Bullying UK The Bullying UK website, which is part of Family Lives, has a dedicated area for parents. <http://www.bullying.co.uk/advice-for-parents/>

Kidscape is an anti-bullying charity that runs assertiveness training courses for young people who've been bullied. There's extensive information for parents and carers on its website. <https://www.kidscape.org.uk/advice/advice-for-parents-and-carers>

The NSPCC website has information for parents on bullying and cyberbullying. Childnet International <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying>

Childnet International is a charity promoting the safe use of the internet by children. Its website has a wealth of detail, including information about bullying for parents and carers. <http://www.childnet.com/parents-and-carers>

Contact a Family provides advice, information and support to the parents of all disabled children throughout the UK. It also runs a free helpline (0808 808 3555). <http://www.cafamily.org.uk>

Help from health services Children can feel the impact of bullying even once it's ended. If they continue to feel anxious or low and it's stopping them getting on with day-to-day life, it may be time to ask for further help. You can speak to

your GP or the school nurse about the problem.

Childline 0800 1111 (helpline for children) www.childline.org.uk

APPENDIX B: Houghton Primary School Bullying Incident Record

Date:	Name of person completing this record:
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Names of child/ren who have been reported as being bullied (and year groups)	Names of child/ren who have been reported as bullying another child/other children (and year groups)

Brief outline of reported bullying:

Please keep this report factual based on what you have been told or witnessed. Do not include any opinions.

<p>Continued on separate sheet if necessary (attached)</p>	<p>Yes/No</p>
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Response

Record of how this has been followed up.

Is this bullying?

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is usually repeated over a period of time and it is difficult for the victims to defend themselves. Bullying is mean and results in worry, fear, pain and distress to the victim/s.*

**A one-off incident may be defined as bullying if it was intentional and caused harm or distress as above.*

This is <u>NOT</u> assessed to be bullying because:	Action taken (following Behaviour Policy)

Please ensure that the children’s class teacher(s) are informed and given a copy of this record for their file.

This IS assessed to be bullying because:	
<p>Type of bullying (delete as applicable):</p> <ul style="list-style-type: none"> • Physical- pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things etc. • Emotional/Social - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation etc. • Verbal- name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone etc. • Cyber -using the Internet, interactive and digital technologies or mobile phones to torment, threaten, harass, humiliate, embarrass or otherwise target another person. <p>Is it targeted?</p> <ul style="list-style-type: none"> • Racist - Physical, verbal, social/emotional or cyber bullying of someone based on difference in race, colour, ethnicity, culture or language • Faith - Physical, verbal, social/emotional or cyber bullying of someone based on religion and/or religious beliefs. • Sexual/Sexist - Bullying that has a sexual dimension or is based on sexist attitudes that when expressed, demean, intimidate or harm another person because of their sex or gender. • Homophobic/Transphobic - Physical, verbal, social/emotional or cyber bullying of someone who is lesbian, gay, bisexual or transgender. It also includes the use of the term gay or lesbian in a derogatory way. • Disabled or Additional Needs - Physical, verbal, social/emotional or cyber bullying of someone who is disabled or has any form of additional needs. 	<p>Action taken/planned with 'bully'/'bullies':</p>
	<p>Action planned/taken with 'victim'/'victims'</p>

Parents MUST be informed of any bullying incident and told how it is being followed up	
<p>Parents of victim(s) informed by (tick and date all carried out)</p> <ul style="list-style-type: none"> • Message left, asked parents to call back • Telephone conversation • Face-to-face meeting arranged • Face-to-face meeting carried out 	<p>Parents of perpetrator(s) informed by (tick and date all carried out)</p> <ul style="list-style-type: none"> • Message left, asked parents to call back • Telephone conversation • Face-to-face meeting arranged • Face-to-face meeting carried out

<p>Class teacher informed (if not completing this record) Date:</p>	<p>Headteacher informed Date:</p>
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<p>PRIDE incident logged if prejudice related incident:</p> <p>Date: Logged by:</p>	<p>Any other agencies informed (dated):</p>
<p>Does this incident give rise to safeguarding concerns of any kind (including PREVENT)?</p>	<p>Yes/No</p> <p>If YES – the school Designated Safeguarding Lead MUST be informed.</p> <p>Date/time information handed on to Safeguarding Lead:</p>

Signed: _____ Print Name: _____

Please record any further action taken or events following this incident and report and attach to this report.