



HIGHFIELDS PRIMARY SCHOOL **Anti-Bullying Policy**

This policy, having been presented to, and agreed upon, by the whole staff and Governors, will be distributed to

- All teaching staff
- School governors

A copy of the policy is also available in

- The school's office
- SharePoint (Anti-Bullying folder)
- School Website

This ensures that the policy is readily available to visiting teachers, support staff and parents.

S.T.O.P.

Bullying is if someone does something unkind to you

Several

Times

On

Purpose

If someone does bully you, you must -

Start

Telling

Other

People

At Highfields Primary School, we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied.

Our aims are

- To promote the well-being of all pupils.
- To prevent, reduce and eradicate all forms of bullying.
- To offer an environment free from all forms of abuse.
- To have a consistent approach for dealing with incidents of bullying.
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all pupils and staff and parents are aware of this policy and their obligations.

What is bullying?

Bullying is defined as –

'deliberately hurtful behaviour, which is unprovoked, repeated over a period of time and where it is difficult for those being bullied to defend themselves.'



Bullying results in pain and distress to the victim. The main types of bullying are –

1. physical (hitting, kicking, using violence, spoiling another's property)
2. verbal (name calling, teasing, hurting feelings, making personal remarks)
3. emotional (spreading rumours, excluding someone from social groups, being unfriendly, theft, threatening behaviour).
4. racist (discriminating against someone, racial taunts, racist remarks, gestures)
5. cyber bullying (all forms of internet, e.g. email and chat room misuse, mobile threats by text messaging, misuse of social

media)

6. Sexual, homophobic or transphobic (all unwanted physical contact, teasing focusing on sexuality, sexually abusive comments)

Bullying is not simply children falling out with each other. Bullying is not accidental.

Bullying in any form, by anyone, will not be tolerated at Highfields Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community.

Everyone has the right to feel safe and happy in school and in the playground. Everyone has the right to be treated with respect. No one deserves to be a target of bullying. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Cyber-bullying

1. Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

2. Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate. All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see online safety policy for more detail).

The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the positive learning policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

3. Examining electronic devices

The headteacher, and any member of staff authorised to do so by the headteacher can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils, and/or
- Is identified in the school rules as a banned item for which a search can be carried out, and/or
- Is evidence in relation to an offence

Before a search, if the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from an authorised member of staff.
- Explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it
- Seek the pupil's cooperation

Authorised staff members may examine, and in exceptional circumstances erase, any data or files on an electronic device that they have confiscated where they believe there is a 'good reason' to do so.

When deciding whether there is a 'good reason' to examine data or files on an electronic device, the staff member should reasonably suspect that the device has, or could be used to:

- Cause harm, and/or
- Undermine the safe environment of the school or disrupt teaching, and/or
- Commit an offence

If inappropriate material is found on the device, it is up to the senior leadership team to decide on a suitable response. If there are images, data or files on the device that staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.

When deciding if there is a good reason to erase data or files from a device, staff members will consider if the material may constitute evidence relating to a suspected offence. In these instances, they will not delete the material, and the device will be handed to the police as soon as reasonably practicable. If the material is not suspected to be evidence in relation to an offence, staff members may delete it if:

- They reasonably suspect that its continued existence is likely to cause harm to any person, and/or
- The pupil and/or the parent refuses to delete the material themselves
- If a staff member suspects a device may contain an indecent image of a child (also known as a nude or semi-nude image), they will:
- Not view the image
- Confiscate the device and report the incident to the DSL (or equivalent) immediately, who will decide what to do next. The DSL will make the decision in line with the DfE's latest guidance on [screening, searching and confiscation](#) and the UK Council for Internet Safety (UKCIS) guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- Any searching of pupils will be carried out in line with:
- The DfE's latest guidance on [searching, screening and confiscation](#)
- UKCIS guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

What action do we take against bullying?

Every adult at Highfields Primary School is responsible for the welfare of the pupils.

All adults will:

- Take bullying seriously and investigate the facts of any incident.
- Report any incidences of bullying using CPOMs.
- Inform the Anti-Bullying Lead.
- Support children who are being bullied.
- Encourage bullies to change their behaviour through guidance and support.
- Encourage children to "tell".

- Break up groups of bullies.
- Use positive peer pressure to encourage good, non-bullying behaviour.
- Meet with bullies and victims individually.
- Encourage co-operative working/play.
- Take an active interest in children's playtimes and watch for signs of distress.
- Promote a shared approach with parents/carers.
- Make sure that all children know who they can talk to if they witness bullying or are being bullied
- Be vigilant and keep an eye out for bullying of children who may be vulnerable to experiencing bullying behaviours (e.g. children with SEND, EAL)
- Check up on victims of bullying over a period of time to ensure bullying has stopped

Children will:

- Talk to a trusted adult.
- Tell yourself - "I don't deserve to be bullied".
- Try to show that you are not upset.
- Try being assertive - shout "go away" loudly, or walk quickly and confidently away.
- Stay with your friends and get your friends to support you positively.
- Show that you and your friends disapprove.
- Show understanding and support to children who may be bullied.
- Be careful about teasing or personal remarks.
- Don't stand by and watch - tell an adult straight away
- Remember, we are all individuals and different and we should be allowed to be proud of it.
- Do not fight back as it might make things more difficult.

Parents will:

- Look out for different or unusual behaviour in your child.
- Listen to your child.
- Take an interest in your child's day.
- Be aware of anti-bullying agencies and support their child if they wish to report bullying.

If your child complains of bullying :

- Try not to overreact.
- Show sympathy but try not to dwell on the situation.
- Tell your child that bullying exists and it's not their fault.
- Check all the facts – is it bullying or friendship problems, which may resolve naturally?
- Talk about possible strategies for your child to use.
- Encourage your child to tell a teacher.
- Do not advise your child to fight back, nor should you approach the child yourself.
- If necessary, contact the class teacher yourself.

How do we prevent bullying from happening?

As a staff we:

- Ensure all staff and children understand what bullying is and what to do if bullying occurs.
- Celebrating Anti-Bullying Week annually
- Provide good role models, showing care, politeness, respect and honesty.
- Teach and promote empathy.
- Discuss supportive relationships.
- Promote self-esteem, security, identity, belonging, purpose and competence.
- Help children to develop positive strategies and assertiveness.
- Refer to 'caring'; raise awareness of how good it feels to care for others and how good it feels to be cared about.
- Reward positive behaviour
- Explore feelings through role play and viewing bullying situations from both sides.
- Allow children to hear what other people feel and experience (e.g., during circle time).
- Discuss friendships - who are our friends and why do we choose them?
- Encourage children to recognise their own qualities and help them identify good qualities in others.
- Teach children to listen and listen to them attentively.
- Help children to be patient and to be reflective.

- Encourage children to look after their own property and to respect property of others.
- Help children to give and receive praise.
- Teach children to be helpful.
- Encourage peer support for all pupils. Playground Leaders and Bully Busters.
- Personal and Social Education Assemblies.
- Promote thoughtfulness for others' feelings in PSHE lessons.
- Encourage pupils to seek support from adults in school.
- Raise awareness of online bullying through online safety sessions and Online Safety Week

What procedures are in place if bullying happens?

We deal with bullying by:

- Talking with the bullies and the bullied individually in confidence. It may then be appropriate to discuss behaviour together and obtain genuine apologies.
- If appropriate, allowing bullies to hear the feelings of the bullied child.
- Asking both children what action they deem appropriate and whether it is fair.
- Ensuring that all incidents of bullying and actions taken are recorded on CPOMs and are followed up with an action.
- Informing parents of action taken.
- In certain circumstances, sanctions will then be applied.
- Depending on the seriousness and/or frequency of the unacceptable behaviour, parents may be encouraged to take an active part in "target setting" in order to promote acceptable behaviour.
- Requesting guidance from other outside agencies if necessary.
- Monitoring the situation until the problem is resolved.

Possible sanctions may be –

- Referral to senior staff.
- Withdrawal from playtime (which may involve writing a letter of apology).
- Withdrawal from favored out of curriculum activities.
- Withdrawal of privileges.
- Exclusion from peers.

- Exclusion from school.
- Pupils involved in incidents will be informed of sanctions carried out. Staff associated with such pupils will also be informed

In conclusion

Bullying may happen in every school to some degree. It's good to tell - don't suffer in silence.

Bullying can be addressed effectively through whole school policy and planned interventions.

By promoting positive social behaviour through the teaching of specific skills, school staff, parents and pupils can work together to create a friendly caring school.

