

## Anti-Bullying Policy

The Hendreds School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our school. If bullying does occur, all staff and pupils should say, and know that incidents will be dealt with promptly and effectively.

The Hendreds School takes great pride in its friendly and approachable ethos. This considerate behaviour is encouraged at all times in our school. We also celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else. We aim to promote and encourage the maintenance of a friendly atmosphere where pupils are empowered to talk openly about bullying, know what it is and the range of bullying behaviours, understand its impact on others and where and how to source support, guidance and resolution.

### What is Bullying?

The Hendreds School understands bullying as ‘purposeful *and repeated actions conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation*’.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop
- Physical bullying: hitting, kicking, grabbing an individual, taking or hiding another's property etc.
- Homophobic bullying: bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.
- On-line or cyber bullying: Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person; creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours and intimidation to send images of a private or sexual nature.
- Sexual bullying: behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.

Bullying can be

- **Racist**: Bullying based on ethnicity, skin colour, language, religious or cultural practices.
- **Homophobic**: Discrimination based on sexuality and/or gender identity.
- **Sexual**: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or
- **Intimidation**: this could include pressure to send images of a sexual nature.
- **Disabilist**: The bullying of those who have special educational needs and disabilities.

- Based on 'difference': Bullying based on any real or perceived difference. This can include, but is not limited to, factors surrounding the way someone looks or dresses, hobbies and interests, family set up,
- social behaviour.

What is NOT bullying?

- One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.
- Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

### **Aims**

The Hendreds School acknowledges that bullying does happen from time to time in our school. It would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children, young people and adults within school have a common understanding of what bullying is.
- Reduce all forms of bullying.
- Communicate clearly to children and parents the strong response to such events in our school.
- Stress that the whole school community acts together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within our school.

### **Objectives**

The policy of the Hendreds School is that

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- Our school will protect and support all parties during academy/extra-curricular time and on school premises whilst issues are resolved.

### **Whole School Strategies to minimise Bullying**

- The class teacher discusses expectations about behaviour with each class. Each class also has its own classroom code, which is agreed by the children and displayed on the classroom wall. In this way, every child in the school knows the standard of behaviour that we expect in our school;
- If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time';
- Circle Time which is centred on positive behaviour, how to control emotions and feelings;
- PSCHE lessons;
- Extra guidance and support from staff when appropriate.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## **How The Hendreds School responds to specific allegations of Bullying**

Children will know whom to talk to. In the first instance this will usually be their class teacher, but it could also be another teacher, the headteacher or a teaching assistant.

- The children should be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.
- The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.
- Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned.

## **Sanctions**

Sanctions are rarely necessary but, when they are necessary, the types we use include:

- Telling off – gently or firmly depending on the context;
- Sitting quietly for five minutes ('time out');
- Exclusion from playtime or a favourite activity;
- Working apart from friends, possibly in another classroom or by the office;
- Discussing poor behaviour with a parent after school;
- Informing a parent in writing of unacceptable behaviour;
- Having a discussion between parents, Headteacher and child, making clear that a zero tolerance policy is being adhered to.

As a result of the discussion clear expectations are laid down as to:

- Expected behaviour and attitudes.
- Strategies to support the bullied child, including who they can turn to and when.

Support is given to the perpetrator to raise their self-esteem and develop appropriate social skills e.g.: alternative provision at lunch time for a given period to ensure they do not pose a threat.

## **Recording**

Our school will record bullying at all stages, together with the action taken in the pupil's personal file, transferred with the child from class to class. This may be transferred at transition to the next phase of the child's education.

## **Roles & Responsibilities**

- All staff at the Hendreds School have a responsibility for implementing this and their school's policy and dealing appropriately with incidents that are brought to their attention.
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying during school visits. The outcome of this monitoring will be reported to Local Governing Bodies and will impact on future development of associated policies and practice.

## **Entitlement and Inclusion**

All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extracurricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

## **Review**

The policy will be reviewed every three years or earlier if relevant.

Reviewed February 2020