

# HOWITT PRIMARY COMMUNITY SCHOOL

*(Part of Embark Academy Trust)*



## **Anti-Bullying Policy** **May 2024**



## Howitt Primary Community School

### Anti-Bullying Policy May 2024

Nominated member of leadership staff responsible for the policy: Clare Rhodes (deputy headteacher).

Designated Safeguarding Leads: Ellinor Edgeley, Lynn Pilling

Deputy Designated Safeguarding Lead: Clare Rhodes

Named Governor with lead responsibility: Jane Bowley, Carolyn Wood

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” September 2021 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The school staff have also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

#### **A Statement of Intent**

At Howitt Primary Community School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Our long term intention is to develop pupils who are confident, considerate and have mutual respect for others. Our school motto **Achieve, Care, and Enjoy** (ACE) supports this intention.

#### **The Definition of Bullying**

Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)

ABA (Anti-Bullying Alliance) defines bullying as:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying is hurting someone else **Several Times On Purpose** (STOP).

Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting, damage to property and/or theft (e.g. hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching or any use of violence.
- Racial: racial taunts, bullying against faiths and beliefs, graffiti, gestures related to physical appearance.
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic: because of, or focusing on, the issue of sexuality
- Gender: gender based bullying including transphobic bullying.
- Verbal: name calling, sarcasm, spreading rumours, teasing, belittling.
- Cyber: all areas of the internet, such as posting on social media, sharing photos, sending nasty text messages and calls, social exclusion. Misuse of associated technology such as video/camera facilities on mobile phones.

Bullying is not:

- Pupils falling out.
- Pupils losing their temper.
- Pupils pushing or hurting in a single event.

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **External – System-based factors**

1. All areas are supervised for the pupils so that all of the stakeholders in our school community feel safe at all times.
2. All pupils who deliberately hurt another pupil in any form will be encouraged to make amends and apologise, facing their behaviour and having consequences for their actions.
3. Bullying is always taken seriously and pupils are continually encouraged to talk about any concerns or worries. Parents/carers and staff are also encouraged to talk with member of staff/headteacher/senior leadership team/colleague if they are worried about any bullying.
4. We provide well-resourced play areas including quiet areas, so that pupils have a good choice of activity thereby engaged in sociable and friendly behaviour.

## **Objectives of this Policy**

To ensure that:

- All governors, teaching and non-teaching staff, pupils and parents/carers have an understanding of what bullying is.
- All governors and teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents/carers know what the school policy is on bullying and what they should do if bullying arises.
- As a school, we take bullying seriously.
- Pupils and parents/carers will be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **Signs and Symptoms**

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:

- has cuts, bruises or aches and pains that are not adequately explained;
- is frightened of walking to or from school/ wants to be driven to school;
- changes their usual routine;
- is unwilling to go to school;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- starts bed wetting;
- feels ill in the morning;
- shows deterioration in school performance and ability;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or 'go missing';
- asks for money or starts stealing money (to pay the bully);
- has 'monies' continually 'lost';
- comes home starving (money/lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what is wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Some victims of bullying do not appear to reveal any outward signs.

## **Responding to Bullying**

The following steps may be taken when dealing with all incidents of bullying observed or reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The incident will be reported to the anti-bullying lead and will be recorded.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- The school will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- In serious cases or second cases involving the same pupil, the headteacher/ designated safeguarding lead (DSL) or another member of leadership staff will interview all parties involved.
- All incidences of bullying and the measures put in place are recorded on My Concerns.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with, and inform, other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school's policy for positive behaviour and support will be implemented in consultation with all parties concerned.
- If necessary, after informing parents/carers, other agencies may be consulted or involved, such as the police.
- The school will work alongside any pupil(s) exhibiting bullying behaviour in order to prevent further incidences.

Where the bullying of, or by, pupils takes place off school site or outside of normal school hours including cyberbullying, the school will ensure that the concern is investigated, if appropriate. If required, the DSL/anti-bullying lead will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's policy for positive behaviour.

A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken, in accordance with GDPR.

### **When responding to cyberbullying concerns, the school will:**

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at the use of the school systems;
  - identifying and interviewing possible witnesses;

- contacting the service provider and the police, if necessary;
- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

### **Disciplinary Steps**

- Bullies will be warned officially to stop offending and will be asked to genuinely apologise.
- The parents/carers of bullies will be informed of all incidents.
- Bullies may be isolated/ excluded at lunchtime and break times.
- The school has the right to request that the bully be escorted to and from the premises.
- Persistent bullying may result in a fixed term exclusion.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Dealing with an incident**

1. Everyone concerned needs to have their say. As each pupil speaks everyone listens with NO interruptions. Remind listeners they will have their chance to speak without interruptions when it is their turn. Each child may need several turns.
2. Consensus – being allowed to speak without interruption enables children to release a lot of anger they have built up over the conflict, enabling them to think more clearly and fairly. It makes it much easier to arrive at a genuine consensus.
3. Feedback – there are still likely to be discrepancies with accounts but move on to let pupils say how they feel about what has happened. Feedback their comments without judgement. Ask for comments from listeners on what they have heard.
4. Making amends – pupils who have hurt others are required to make amends by a commitment that goes beyond saying sorry. It will have a more lasting effect if pupils take control of their own negative behaviour but victims should be consulted about appropriateness of action. The action needs to be monitored.

## The Prevention of Bullying

### Environment

The whole school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
- enhance self-esteem.
- teach pupils how to listen to each other. Encourage pupils who cause problems for others to talk about their difficulties and give them help in developing more pro-social strategies;
- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and pupils (child on child abuse);
- recognise the potential for pupils with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required;
- openly discuss differences between people that could motivate bullying, such as, pupils with different family situations, e.g. looked after children (LAC) or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference;
- challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others;
- enhance self-esteem in socially positive ways. Encourage pupils to give and receive affirmation for positive achievements that are not just academic. Put time into creating more positive social climates that are co-operative rather than competitive such as circle time;
- be encouraged and taught how to use technology, especially mobile phones and social media, positively and responsibly;
- work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying;
- actively create 'safe spaces' for vulnerable pupils;
- celebrate success and achievements to promote and build a positive school ethos;
- regularly consult with pupils about their perceptions of bullying in school, e.g. questionnaires, interviews, school council, PSHE lessons etc.

The school will raise the awareness of the nature of bullying through:

- Assemblies
- P.S.H.E. taught discretely
- P.S.H.E. incorporated into thematic planning as appropriate
- School Council/ Pupil Voice
- Restorative Practice
- Social stories
- An annual Anti-Bullying week

The school will work towards increasing self-esteem and respect for each other through:

- Clear Code of Conduct and shared values with the pupils
- School Council/ Pupil Voice
- Playground Buddies

- Weekly star of the week award
- Whole school reward system
- Displays celebrating our differences
- Linking to Christian Values and British Values
- Making links with the local community
- Celebrating differences throughout the curriculum and during local and national events.

### Policy and Support

The whole school community will:

- provide a range of approaches for pupils, staff and parents/carers to access support and report concerns;
- regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable;
- use a variety of techniques to resolve the issues between those who bully, and those who have been bullied. Teach negotiation skills and a language for expressing negative feelings without aggression.

### Education and Training

The school community will:

- train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including reporting incidents;
- consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/pupil council, etc.
- collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition;
- ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week ;
- provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

### Involvement of Pupils

We will:

- involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying;
- regularly canvas pupils and young people's views on the extent and nature of bullying.

- ensure that all pupils know how to express worries and anxieties about bullying;
- ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum;
- utilise Pupil Voice in providing pupil led education and support;
- publicise the details of internal support, as well as external helplines and websites;
- offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

### Involvement and Liaison with Parents and Carers

We will:

- take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying;
- make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website;
- ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice;
- ensure that parents/carers know that the staff are available if they wish to share any concerns;
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying;
- ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline;
- ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### Roles and Responsibilities

It is the responsibility of:

- the headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- the headteacher to set the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- the governing board to take a lead role in monitoring and reviewing this policy and support the headteacher in all attempts to eliminate bullying from our school.
- all staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- parents/carers to support their children and work in partnership with the school, actively encouraging their child to be a positive member of the school.
- pupils to abide by the policy.

### Monitoring and review

Any bullying is monitored by the headteacher, who reports to governors at every full governing board meeting.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness via the headteacher's reports presented at governor meetings and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be used alongside:

- The Child Protection policy
- Complaints Procedure
- Policy for Positive Behaviour
- Confidentiality policy
- Online Safety and Acceptable Use policies
- PHSE policy
- Social Media policy
- Child on Child Abuse policy

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- 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
- Preventing and Tackling Bullying July 2017 and supporting documents.
- Keeping Children Safe in Education 2020
- Sexual violence and sexual harassment between children in schools and colleges guidance.
- Childnet's Cyberbullying: Understand, Prevent and Respond: Guidance for Schools

This policy will be reviewed at least every 3 years, and following any concerns and/or updates to national/local guidance or procedures.

## Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

[NSPCC/ChildLine](#): - [www.nspcc.org.uk](http://www.nspcc.org.uk) NSPCC run several campaigns to support young people around bullying and internet safety  
[www.childline.org.uk](http://www.childline.org.uk) ChildLine is a private and confidential service for children and young people up to the age of 19.

## Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues.

## Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

## Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\)](#): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.