



Harehills Primary School Anti-Bullying Policy



Harehills Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed

Everyone at Harehills Primary School has the right to feel welcome, safe and happy.
We want our children to say they feel "free from bullying."

Introduction

- This policy is intended to state the school's approach to Anti-bullying specifically and should be read in conjunction with the following policies; Relationships Policy, PSHE policy, Growing & Changing (SRE) policy, Safeguarding and Child Protection Policy, SEND/ Inclusion policy and the Equal Opportunities policy.

This policy has been developed through a variety of consultation methods involving children, parents/carers, staff and governors. All views were taken into account when developing this policy. A reference copy is stored in the school office and is available on the school website. A full copy or summary will be made available to parents/carers, staff, governors and representatives of partner agencies upon request.

- **Staff (with governor support) with key responsibilities for Anti-bullying**

Member of staff	Specific responsibilities
Catherine McMullen & Hollie Melling Janet Haywood. Joanne Summerfield Members of the Healthy Schools Team *Designated CP staff	<ul style="list-style-type: none"> <input type="checkbox"/> Co-ordinating the SEMH provision and curriculum across school, ensuring a spiral curriculum <input type="checkbox"/> Establishing and maintaining links with external agencies <input type="checkbox"/> Accessing and co-ordinating training and support for staff <input type="checkbox"/> Liaising with link schools to ensure a smooth transition <input type="checkbox"/> Policy development and review, including consultation with staff, pupils, parents & carers and local agencies <input type="checkbox"/> Implementing the policy; monitoring and assessing its effectiveness in practice <input type="checkbox"/> Managing Child Protection issues <input type="checkbox"/> Liaising with local media

At Harehills Primary School we are committed to ensuring that all pupils learn in a supportive, caring and safe environment without fear of being bullied. Our school is a place where every person has the right to be themselves, to be included and to learn. Everyone at our school is equal and treats each another with respect and kindness. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. This policy refers to all forms of bullying including pupil to pupil; adult to adult; adult to pupil and pupil to adult. We take all incidents of bullying seriously and feel that everyone has the right to be treated with respect. We also have a responsibility to support those involved in bullying to understand the consequences of their actions for themselves and others and to explore alternative ways of behaving. We acknowledge that bullying does happen from time to time and if bullying does occur, all pupils should be able

to tell someone and know that incidents will be dealt with promptly and effectively. *Anyone* who knows that bullying is happening at Harehills Primary School is expected to tell a staff member.

Aims and Objectives of this Policy

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Aims

- To try to prevent and deal with any behaviour deemed as bullying.
- To ensure that all stakeholders have an understanding of what bullying is.
- To ensure that all teaching, non-teaching staff and governors, understand the school policy on bullying and that they consistently and swiftly follow it when bullying is reported.
- To ensure that all pupils and parents/carers know what the school policy is on bullying and what they can do if bullying occurs.
- To ensure that all pupils and parents/carers feel supported when bullying is reported.

Objectives

- A positive, caring ethos is created within the school environment, enabling everyone to learn, work, play and express themselves free from the fear of being bullied.
- Whole school initiatives (for example; staff training, celebration assemblies, Anti-bullying week) and proactive teaching strategies as part of Personal Social Health Education (PSHE) will be used throughout the school to enable the exploration of the Social and Emotional Health and Wellbeing (SEMH) and to promote self-esteem and an understanding of the feelings of others.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, 'Every Child Matters' outcomes 2003 and The Children Act 2004, Section 89 of the Education and Inspections act 2006, The Equality Act 2010 and the Education Act 2011
- The school meets the legal requirement for all schools to have an Anti-Bullying Policy in place.

What is Bullying?

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying - Several Times On Purpose.

No form of bullying will be tolerated and all incidents will be taken seriously

Emotional	being unfriendly, deliberately excluding or ignoring people, tormenting (e.g. hiding books, threatening gestures) ridicule, humiliation
Verbal	name-calling, sarcasm, spreading rumours, threatening someone, teasing, making rude remarks, making fun of someone, using derogatory or offensive language
Physical	pushing, kicking, hitting, punching, throwing stones, biting, spitting, punching physically intimidating someone, using inappropriate or unwanted physical contact towards someone or any other forms of violence Attacking property –such as damaging, stealing or hiding someone's possessions

Racial	racial taunts, graffiti, gestures, making fun of culture and religion.
Online/Cyber	using text, email or other social media to write or say hurtful things about someone, all areas of internet, such as email & internet chat room misuse (for example, setting up 'hate websites', sending offensive text messages and emails, abusing the victims via their mobile phones)
Sexual	unwanted physical contact or sexually abusive comments or sexist comments
Sexual orientation (Homophobic/ biphobic) and Gender identity (transphobic)	because of, or focussing on the issue of sexuality or gender identity

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school.

Signs and Symptoms

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Adults should be aware of these possible signs and investigate further if a child:

• is frightened of walking to or from school	• attempts or threatens suicide or runs away	• has unexplained cuts or bruises
• doesn't want to go on the school bus	• cries themselves to sleep at night or has nightmares	• comes home starving (money/snack/sandwiches have been stolen)
• begs to be driven to school	• feels ill in the morning	• becomes aggressive, disruptive or unreasonable
• changes their usual routine/route to school	• begins to under-perform in school work	• starts swearing or using aggressive language for no apparent reason
• is unwilling to go to school	• comes home with clothes torn or books damaged	• is bullying other children or siblings
• begins truanting	• has possessions go "missing"	• stops eating
• becomes withdrawn, anxious or lacking in confidence	• asks for money or starts stealing money (to pay the bully)	• is afraid to use the internet or mobile phone
• is frightened to say what's wrong	• has dinner or other monies continually "lost"	• gives improbable excuses for any of the above

These signs and behaviours **could indicate other problems**, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Bullying of children with Special Educational Needs

Harehills Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. Everyone involved in the school is aware of those children who can be especially vulnerable to bullying and are therefore particularly vigilant at all times. High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

What is not classed as Bullying?

We work hard at Harehills to ensure the children know the difference between bullying and simply "falling out". It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling or arguments. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank.

Where does bullying happen?

Bullying outside of school Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report any concerns accordingly. We will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Liaison with the local Community Police Officer/ PCSO about problems on the streets.
- Talk to the transport companies about bullying on school buses and transport.
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises.
- Map out safe routes to school for children, linking them to the School Travel Plan.
- Discuss coping strategies with parents.
- Talk to the children about how to handle or avoid bullying outside the school premises.

Procedures for reporting bullying incidents

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school to;

- a teacher, their class teacher, support staff, lunchtime supervisor, learning mentor or a member of staff in the school office.
- a playground friend or MindMate Ambassador who in turn can help them tell a teacher or member of staff.
- an adult at home
- Report anonymously (through class worry boxes or other methods) or call ChildLine to speak with someone in confidence on 0800 1111

All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate

and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office
Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

All staff will respond calmly and consistently to all allegations and incidents of bullying at Harehills Primary School. Any allegation will be taken seriously by all staff and dealt with impartially and promptly.

All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

Procedures for responding to bullying incidents

Once an incident of bullying has been reported to a member of staff;

1. Staff will make sure the victim(s) is and feels safe.
2. Appropriate advice will be given to help the victim(s).
3. Appropriate advice will be given to help the perpetrator.
4. Staff will listen and speak to all children involved about the incident separately. When investigating an incident of bullying, discussions with the children should be appropriate to their age and understanding. The adult should remain neutral, use open questioning and avoid language/style which might be interpreted as accusatory or interrogational. If an incident is deemed 'less serious', then a problem solving "restorative" approach may be used.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem solving/ restorative approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise and to explain what they are apologising for. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. Appropriate forms need to be completed and logs of incidents and discussions kept.
13. Appropriate staff from the Senior Leadership Team (SLT) and the Families and Well-Being Hub Team will be informed
14. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
15. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
16. If necessary and appropriate, the designated Child Protection Officer in school, Social Services or police will be consulted.

Class teachers, parents and other relevant staff are to be kept informed of any actions and outcomes of a bullying allegation at all stages.

The following consequences may be used:

It is important to note that, at Harehills the consequences for bullying behaviour run in conjunction with our over-arching Relationships Policy; consequently, it may also be useful to consult this Policy. The children have discussed consequences and some of their suggestions are included in the list below:

- Apologise to the victim(s) verbally or in writing
- Loss of playtime(s)/ lunchtime(s)/ spend playtimes and lunchtimes with an adult
- Parents invited in to school to discuss incident(s)
- Be removed from class and work in a different classroom
- Loss of golden time
- Break or Lunchtime detention
- Longer Periods of detention
- Visit another key phase for playtimes to see how they behave and treat others
- Work as part of another class for a specific period of time
- Work as part of a class in another school for a specific period of time
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Possible exclusion

Pupils displaying bullying behaviours/Victims/bystanders

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil.

Pupils who have witnessed bullying (the role of the bystander) will be helped by:

- discussing what happened
- discussing what the pupil could have done when they had witnessed the bullying
- establishing the wrong doing of the bully and discussing the effect on the victim
- informing parents or carers to support the pupil in telling if this kind of thing happens again

Strategies for the prevention and reduction of bullying

At Harehills we make every effort to prevent bullying, we agree to be vigilant to the signs of bullying and take reports of incidents seriously. All pupils are actively encouraged to report any incidence of bullying to an adult within school. Children are made aware who they can talk to and that they will be listened to.

We use the curriculum whenever possible to reinforce the Anti- Bullying ethos of the school and help to develop strategies to combat bullying-type behaviours. We also take part in national Anti-Bullying strategies such as Anti Bullying Week. Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Involving the whole school community in writing and reviewing the policy
- Producing a 'child friendly' version of the policy for the children
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Utilising the school's Playground Friends and pupil-led programmes (School Council, MindMate Ambassadors) in order to offer support to all pupils, including those who may have been the target of bullying
- Positive promotion of the school rules
- The establishment of agreed rules in each classroom
- Difference and diversity being celebrated across the school through diverse displays, books and images.
- Whole school participation in events such as Anti-Bullying Week, Black History Month and LGBT History Month
- Taking part in the annual 'Safe as Houses' project
- Awareness raising through whole school assemblies and SEAL themes
- Planned programme of PSHE (Personal Social Health Education) scheme of work from Reception to Year 6 used to support this policy
- Circle time on bullying issues
- Children exploring the issues of bullying through in class activities and circle of friends activities with Learning Mentors
- Providing opportunities for restorative circles to provide support to targets of bullying and those who show bullying behaviour
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Particularly vulnerable children targeted for inclusion and relevant support with Learning Mentor and Members of the Hub team
- Prominently displaying Anti-Bullying posters and materials around the school, including those promoting self-esteem
- 'Worry box' within each classroom where children and parents/carers can write and post their concerns and ideas
- Introducing playground improvements and initiatives
- Using praise and rewards to reinforce good behaviour in line with our Relationships Policy
- Encouraging the whole school community to model appropriate behaviour towards one another
- On-going Anti-Bullying training for all staff
- Embedding the values of equality and respect across the curriculum to ensure that it is as inclusive as possible
- All staff and pupils across the school challenging Stereotypes
- Pupils being continually involved in developing school-wide anti-bullying initiatives through consultation with groups (school council members, MindMate ambassadors and playground friends) and through the My Health My School (MHMS) survey and other anti-bullying survey
- Working with parents and carers and in partnership with community organisations to tackle bullying.

Training

All school staff, both teaching and non-teaching will receive regular training on all aspects of the anti-bullying policy.

Monitoring, evaluation and review

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, children's and parents/carers' comments posted in the 'Worry box' and recorded incidents of bullying will be used to gauge the effectiveness of the policy. The policy is reviewed every 12 months, in consultation with the whole school community including

staff, pupils, parents, carers and governors. Following any review, relevant amendments will be made to the policy and all stakeholders will be informed. A copy of the policy will be available to all parents.

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 for teachers, parents and children.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.org
UK council for Child Internet Safety		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf
Advisory Centre for Education (ACE)		www.ace-ed.org.uk
Anne Frank Trust	0207 284 5858	www.annefrank.org.uk
Anti-Bullying Alliance (ABA)		www.anti-bullyingalliance.org.uk
Anti-bullying Network		www.antibullying.net
Anti-bullying Week.org	0208 771 3377	www.antibullyingweek.org
Project Bully Free Zone		www.projectbullyfreezone.com
Bullying UK	0808 800 2222	www.bullying.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Childnet International	0207 6396967	www.childnet.com
Digizen		www.digizen.org
EACH		www.each.education/support/homophobic-bullying/
Kick it out	0207 253 0162	www.kickitout.org
Kidscape	020 7730 3300	www.kidscape.org.uk
Leicestershire LEA website devoted to anti-bullying	0116 3057570	www.beyondbullying.com
Mencap		www.mencap.org.uk
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.familylives.org.uk
Restorative Justice Council		www.restorativejustice.org.uk
Stonewall	0800 050 2020	www.stonewall.org.uk
Show Racism the red card		www.srtrc.org
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com
The Office of the Children's Commissioner	0207 783 8330	www.childrenscommissioner.gov.uk
Think U Know	0870 000 3344	www.thinkuknow.co.uk

Links to other policies

Related policies include;

- Relationships Policy
- Growing & Changing (Sex and Relationships Education) policy
- PSHE
- ICT
- Safeguarding and Child Protection
- Equal opportunities
- SEND/ Inclusion
- Complaints

The school has due regard to the following documents and guidance in the development of this policy;

- 'Preventing and Tackling Bullying' (DfE, July 2017)
- 'Safe from Bullying' (DCSF, 2009)
- Advice on Child Internet Safety (UKCCIS)
- Getting started A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in primary schools (Stonewall 2016)
- Working Together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children, (July 2018)
- Keeping Children Safe in Education (September 2018)
- Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities (revised February 2013, updates June 2015)

This policy has been approved and adopted by the Governing Body.

Headteacher: Joanne Summerfield

Chair of Governors: Julia Shemilt

Staff representative: Catherine McMullen & Hollie Melling

Pupil representative: Afsha Hussain & Anas Saddique

Parent representative: Hena Begum

Date: October 2018