



Howletch Lane Primary School

Anti-Bullying Policy

Person Responsible: M Armstrong

Date: October 2022

Chair of Governors: K Stevens

Head Teacher: H Adair

Date of Review: October 2023

Introduction

This policy outlines the school's views on bullying in line with the school's Behaviour Policy. It should also be considered alongside our Safeguarding policy, PSHE policy, RSE curriculum policy, Inclusion policy and e-safety policy.

Overview

Howletch Lane Primary School offers a happy, open and inclusive environment where all children are valued. The development of maturity and self-esteem is central to our ethos as we believe that self-confident, valued and happy children learn best. For children to achieve their highest potential, they need to feel safe, secure and nurtured. Knowing that they have a voice and that it matters is crucial to all that we do.

Bullying is a problem for everyone. The victims of bullying are not the only ones damaged by bullying. Those who watch and are aware of bullying are also harmed. Organisations that put up with bullying do not work as well as they could and people within such organisations are often unhappy.

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among children and bring these to the attention of staff, parents and children.

This document has been informed by:

- Keeping Children Safe in Education 2018
- The Equality Act 2010

Aims

- At Howletch Lane Primary, we aim to provide a stimulating, well-ordered, secure and caring environment in which each individual is valued, feels personally and emotionally secure and where learning can flourish.
- Our Behaviour Policy outlines, in clear and straight forward terms, our whole school approach to encourage all children to demonstrate positive behaviour whilst at school and in the wider community.
- Positive action is taken to prevent bullying within PSHE and RSHE lessons and through cross curricular learning opportunities as well as e-safety in computing.
- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- We have children who are trained as Mini Police and peer mentors who aim to help everyone have happy and problem-free break and lunchtimes.
- If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

Scope

This policy applies to all adults and children within school and all aspects of school life. Incidents of bullying online or out in the community during evenings, weekends or holidays will also be addressed by school.

Entitlement

Everyone at Howletch Lane Primary has the right:

- ✓ To work and play in a safe and secure environment, free from aggression and abuse.
- ✓ To express their attitudes and feelings constructively and have these respected by others.
- ✓ To feel valued, listened to and included in all aspects of school life
- ✓ To have an uninterrupted education.
- ✓ To have personal property respected.

Everyone at Howletch Lane Primary has the responsibility:

- ✓ To behave acceptably in all situations.
- ✓ To accept the consequences of their actions.
- ✓ To understand their responsibilities in the learning process.
- ✓ To be polite and co-operative with everyone, respecting their rights and feelings.
- ✓ To show respect and tolerance to all including the named protected characteristics of the Equality Act 2010.
- ✓ To respect school and public property and other children's personal property.

SEN/Disability

Howletch Lane Primary School is fully committed to complying with the 2014 SEN code of practice and the Equality Act (2010) including:

- ✓ Promoting equal opportunities
- ✓ Eliminating discrimination
- ✓ Celebration of difference
- ✓ Eliminating harassment related to SEND
- ✓ Promoting positive attitudes towards SEND children
- ✓ Encouraging SEND children pupils to participate fully in the life of school
- ✓ Raising awareness of disability

Definition of Bullying

Howletch Lane Primary School has agreed the following definition of bullying:

Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- Physical (hitting, kicking, theft)
- Emotional (being unfriendly, tormenting, excluding)
- Discriminatory, prejudice related
- Verbal (name calling, sarcasm, spreading rumours)
- Cyber (e-mails, text/photo/video messaging or misuse of technology)

Howletch Lane Primary School explains bullying in simple terms to ensure our pupils will understand if and when it occurs and how to respond to it.

Howletch Lane Primary School will not tolerate homophobic/transphobic abuse. As such,our school governors and leaders will ensure they;

- Have strategies in place and documented within their Anti-Bullying Policy to address presenting issues and adopt an environment where children / young people feel that they can talk honestly and openly about homophobic/transphobic bullying.
- Adopt a clear policy in terms of confidentiality and the handling of issues regarding homophobic/transphobic bullying.
- Be aware that they may be the initial point of contact for children / young people not only suffering homophobic/transphobic bullying, but for those questioning their sexuality and as such may feel reluctant to seek or want parental involvement.
- Encourage a positive, understanding and inclusive environment for all children / young people irrespective of their sexual orientation or those not conforming to rigid stereotypical gender roles.
- Develop an environment where homophobic language is not tolerated or used as a way of name-calling.
- Observe the Durham County Council Bullying and Harassment Guidelines for staff

What is Cyber-Bullying? - Mobile Phone/E-Mail Bullying

Some guidelines for children at Howletch Lane Primary

Mobile Phone Bullying:-

- Do not reply. Save incoming numbers/text messages to show an adult.
- Tell an adult straight away. Ask the adult to contact your network provider who may be able to change your number/block incoming calls/texts from that number.
- Do not tell everyone at school/home your mobile phone number, tell only close friends and family.
- Do not use a phone at school. If a phone is required after school, or brought in by mistake, our policy is to leave your phone in the office safe until the end of the school day.
- Do not take photographs or video footage on mobile phones to pass around as a form of bullying. If you receive any footage, save it and inform an adult, this practice is illegal and must be stopped.

E-Mail/social media Bullying:-

- Again, do not reply, save e-mails/messages/screenshots to show an adult. Keep your e-mail address and logins private, tell only close friends and family.
- If it occurs in school, make sure you tell a member of staff immediately.

Social Media:-

- As many networking sites have a minimum age requirement of 13, Howletch Lane Primary School encourages children to not use social media sites.
- At Howletch Lane Primary School children are educated on how to remain safe while networking on child-friendly sites but we also discuss safe and appropriate use of social media sites in preparation for later life.

Signs of Bullying

The behaviour of children, young people and adults is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a child or young person's behaviour changes.

Parents and teachers need to be able to recognise the signs which may indicate that a child is being bullied:

- Cuts, bruises or aches and pains that are not adequately explained.
- Clothes or possessions are damaged or lost.
- Child requests extra money or starts stealing.
- Child starts going to school, or returns from school, at earlier or later times.
- Child uses a different route to school.
- Child starts to refuse to go outside at break times, or refuses to stay at school for dinners.
- Child requests to change classes or school.
- Reluctance or refusal to attend school or after school clubs.

Any marked change in a child's behaviour may indicate that the child is under stress:

- Behaviour may become immature (reverts to thumb sucking or tantrums).
- Child may become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative.
- Deterioration in school performance and ability.
- May have sleep or appetite problems.

SOME VICTIMS OF BULLYING DO NOT APPEAR TO REVEAL ANY OUTWARD SIGNS. THESE SIGNS CAN ALSO BE AN INDICATION OF OTHER PROBLEMS AND MAY NOT ALWAYS BE LINKED TO BULLYING.

Children must be encouraged to report bullying in school.

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The Role of the Staff Member

- At Howletch Lane Primary School children are encouraged to talk about friends, how to be a good friend, what is not acceptable and to tell others if they are being hurt or upset in any way.
- Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Teachers and Teaching Assistants keep records (via CPOMS) of bullying incidents that happen in their class and pass this information on to the head teacher who will record necessary follow-up actions.
- If a member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. Parents (of all involved) will be informed where an act of bullying has occurred.
- If a staff member becomes aware of any bullying taking place between members of a class, they deal with the issue immediately. They spend time talking to the child who was bullied in order to provide reassurance and support to help restore their self-esteem and

confidence. They also spend time talking to the child who has bullied. They discuss what has happened and explain why the action of the child was wrong, and they endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, they will invite the child's parents into the school. Sanctions are used, as appropriate, in consultation with all parties following the flow chart of procedures. In more extreme cases, for example where these initial measures have proven ineffective, the head teacher may contact external support agencies, such as the behaviour support team. It is an aim of ours to ensure all parties have an open dialogue and are satisfied with the outcomes reached.

- Staff members attempt to support all children in their care and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the difference successes of all children, we aim to prevent incidents of bullying.

The Role of the Head Teacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.
- The head teacher and PSHE Co-ordinator arrange targeted lessons, following the Happy Centred Schools scheme, and assemblies/performances on an anti-bullying theme (usually to coincide with Anti-BullyingWeek).
- The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Governors

- The Governing Body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Role of Parents/Guardians

- Parents/guardians are expected to help their child behave properly; work co-operatively with their child's teacher in assisting his/her learning and in building positive attitudes towards learning and school; and instill in their child a respect for others, and others' property, and to help develop a positive feeling about themselves.
- When talking to either a victim or perpetrator of bullying, it is important to see and hear things from a child's perspective. Children can often detract from, or embellish, an

account of a situation depending on their role in it and how they are feeling. It is important to be patient and possibly revisit the discussion more than once, when it is felt the child is in the best position to talk about things. It is also important to listen and ask open questions that are not leading.

- Reassure your child that they are loved and important.

Children who are bullied often feel worthless and helpless. Try to find out when and why the bullying happened – is it bullying or just rough games or a child's squabble? Remember children do not always tell the teacher or the parents. Sometimes they confide in a friend, another relative, or a friend's parent.

- Parents/guardians who are concerned that their child is being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Procedures for Reporting and Responding to Bullying

- **See Appendix 1:** Procedures for dealing with allegations of bullying at Howletch Lane Primary School.

Staff at Howletch Lane follow the steps on the 'Pathways of Help' flow chart.

(Rate of progression through these steps will be dependent on the severity of the incident).

Strategies for the Prevention and Reduction of Bullying:

- Buddies and peer mentors are recruited and trained to support staff at break and lunch times. Mini Police are 'on duty' on a rota basis. They watch for children who are on their own and try to find them friends to play with. They watch for squabbles and disagreements and try to resolve them.

- The Shine Squad (school council) monitors the views of all children through their meetings, suggestion box and class discussions.

- As part of PSHE learning, under the new relationships and health curriculum, many units of work focus on bullying, self-esteem, tolerance and respect. Children discuss the issue and are given skills to tackle and prevent bullying.

- Special events are planned throughout the year to promote awareness of bullying and allow children to discuss the issue.

- Comprehensive transition arrangements are in place with local secondary schools to support KS2/3 transition.

- E-safety training is provided for pupils and parents linked with our computing curriculum and safeguarding policy.

Approaches to Talking with Children

A. Common concern method (Anatol Pilas of Sweden 1989*)

* PIKAS, Anatol "The Common Concern Method for the Treatment of Mobbing" in Roland & Munthe, (Eds) *Bully: An International Perspective*. Fulton 1989

† WALKER, Jamie "Resolving classroom conflicts non-violently" in Roland & Munthe, (Eds) *Bullying: An International Perspective*. Fulton 1989

‡ BROCK, Eve "A positive approach to bullying". A workshop for professionals involved with children/young people from Nursery to Further Education. Longman 1992

Aim: to elicit a feeling of 'common concern' for the well-being of the bullied pupil (without expressing it directly).

The method is based on the following:

- A non-blame stance towards those who have been bullying
- A short 'therapeutic talk' (10-20 minutes)
- An individual approach (even when a group has bullied together)
- Conflict – resolution/problem-solving approach, rather than a blame/punishment orientated approach

Outline sequence of the 'therapeutic dialogue:

- Non blame start : "I understand you've been mean to"
- Request information : "What happened?"
- Close and move forward : "That's probably enough about it for now."
- Resolve conflict/problem : "What can you do to improve things?" "What do you suggest?"

The aim is for at least a 'live and let live' relationship between the pupils, if not reconciliation.

– Agree and arrange follow up: agree some approach/action (apology, recompense, etc.) "We will meet in a week's time to review." Arrange time and place for review meeting. The review meeting might begin, "Can you tell me how you've been getting on?"

B. Non-violent conflict resolution (Jamie Walker, 1989+)

Aim : to promote non-violent (non-bullying) ways of resolving conflicts between people. Features of this approach include the following:
violence is condemned (verbal violence as well as physical)
the need to find a win – win solution to conflict, that is one in which "both sides at least partially meet their own needs".

C. Self-awareness and responsibility approach (Eve Brock 1992 ‡)

The assumption underlying this approach (based on phenomenological psychology – by sense perception rather than by thought or action) is : that every action has meaning for the actor, that need or want, and that drive action there is always a 'pay-off'. a reward-based reason why people behave in a particular way.

If the need and the pay-off of any action can be established; alternative positive ways of meeting the need can be found and used to replace the (anti-social) behaviour. The emphasis is on growing self-awareness and self-responsibility.
Aims : to elicit from the pupils what it is they get from bullying, (their pay-off), whether they need it, and how they might get it in alternative, positive (socially acceptable) ways.

Talking with Parents

Parents of any children involved, in any role, in bullying

The aim should be to foster and maintain a good relationship in both the short term and the long term.

Points for consideration:

- Who should talk with parent(s)? (Need for a colleague present?)
- Where to talk?
- What attitude/approach should be taken? Could any non-verbal behaviour be helpful?
- How to explain the school's position? What to do in case of threat or violence?

Parents of a child who is, allegedly, being bullied

- Allow the parent(s) to express their feelings
- Accept those feelings (they are real for that parent, even if they might seem excessive to the school). Useful phrases include, "I realize you're upset." "I'll try to help you." "This must be difficult for you." AVOID "I know how you feel."
- Assure the parent(s) that you are pleased that they have taken the time to come to school.
- Express the view that bullying is unacceptable, and that school intends to act positively. Promise to (and do) keep in touch with them.
- Record incident- and make HT aware (for Recording File)

Talking with parent(s) of a child who had, allegedly, been bullying

- Avoid labelling their child 'a bully'. Begin by offering some positive view/aspect of their child, which school appreciates and values.
- Show a shared concern for their child's problem (anti-social bullying behaviour) and a concern to help the child fulfill his/her best potential. Useful phrases include: "I'm sure we both share a concern for . . . 's future." "We need to help him/her to show his/her best side/develop his/her potential and talents/avoid spoiling him/herself with this sort of behaviour."
- Ask if anything could be upsetting/stressing the child, now or recently, to trigger the bullying behaviour.
- Get the parent(s) to agree, if possible, that bullying the child who bullies will not be a positive approach to take.
- Explain what you intend to do next; get their agreement, if possible. Promise to (and do) keep in touch with them.

N.B. It is always best if all parents are made aware of the school's approach to bullying (both in writing and at meetings, formally and informally) and encouraged to share the school's positive approach i.e. aiming to stop the bullying behaviour.

The best way to eliminate bullying is to have a very positive approach to good behaviour and encourage it at all times, staff may feel the child should be offered a chance to 'redeem themselves'. Often an "I won't be informing your parents this time, but if this happens again, I will have to contact them." (This would of course depend upon the seriousness of the bullying incident).

If staff are in any doubt about procedures they should consult the Headteacher.

Bullying by Staff

Instances of staff bullying children or even colleagues are, fortunately very rare. In the unlikely event that a member of staff suspects a colleague of bullying, they should report their concerns immediately to the Headteacher.

If the person suspected of bullying is the Headteacher, concerns should be expressed to the Deputy Head.

The main solution of a bullying problem is to be seen to be both fair and consistent. By adhering to these agreed procedures and using our professional judgement as to the appropriate course of action to be taken, we can prevent bullying from becoming a problem in our school.

Being Proactive

Through the PSHE curriculum, (See curriculum) children should be taught to:

- keep themselves safe (e.g. Stranger Danger)
- manage emotions
- Resist Peer pressure
- Establish and maintain effective friendships

Review

· This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.

- The policy is reviewed annually by the Governors. The Governors review this policy by examining the school's records (see appendices) and by discussion with the head teacher. Governors analyse information with regard to all protected characteristics of the Equality Act 2010 of all children involved in bullying incidents.
- The annual pupil and parents' surveys are used to provide data to monitor the effectiveness of this policy.
- This policy is also reviewed in consultation with pupil representatives from the School Council.

If you require support or any further clarification of this policy, please contact the Head Teacher.

Appendix 1.

PROCEDURES FOR DEALING WITH ALLEGATIONS OF BULLYING AT HOWLETTCH LANE PRIMARY SCHOOL.

PATHWAYS OF HELP (NB. Rate of progression through steps will be dependent on the severity of the incident).

Child is bullied

Step 1

Child personally approaches one of the following:

Friend

Class Teacher

Support Staff /Lunchtime supervisors

Non Teaching trusted member of the school community

Step 2

Child meets with class teacher

Discussion on the facts / Notes recorded

Suggested ways forward

Head teacher informed

Short review time

Parents informed

If problem persists

Step 3

Head Teacher leads case

Discussion/Interview with all parties

Will use: suggested and agreed actions/strategies

Short term review

Parents informed

If problem persists

Step 4

Head teacher and Chair of Governors and inform/seek advice from

Appropriate external agencies

SOME USEFUL CONTACT DETAILS

- The Anti-Bullying Alliance (ABA)
<http://www.anti-bullyingalliance.org.uk/>

Parents Resources

NSPCC

- Behave yourself! A free guide which provides advice on positive ways of encouraging good behaviour in children.
- Parenting: A rough guide written to encourage parents to work out positive ways of dealing with their children's difficult behaviour.
- Stop the Violence A short booklet produced by the NSPCC for parents on keeping children safe. Covers violence in the home, violence at school and in the community. Gives some suggestions for how parents can make a difference.
- Contact: - NSPCC Publications (Tel: 0207 825 2772)

Bullying Online

- A useful website with information and advice – <http://www.bullyonline.org/>

Helplines

- Anti-Bullying Campaign operates a helpline offering advice for parents and counselling for children who are being bullied. (Tel: 0207 378 1446)
- ChildLine Children can write or phone free of charge if they have a problem of any kind. Write to: Freepost 1111, London N1 OBR. (Tel: 0800 11 11).
- Kidscape for parents of children who have been bullied. (Tel: 0207 730 3300).
- (Mon – Fri 10 – 4)
- NSPCC Child Protection Helpline Free 24-hour service which provides counselling, information and advice to anyone concerned about a child at risk of abuse. (Tel: 0800 800 500 or text phone 0800 056 0566).
- Parentline A national help line for anyone who is parenting a child and who is in need of guidance, information or emotional support. (Tel: 08088 002222).
- Women's Aid Federation of England Services for women and children experiencing domestic violence. (Tel: 0345 023468).