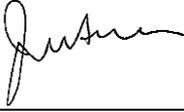




HEADLANDS PRIMARY SCHOOL

ANTI-BULLYING

Date Reviewed (Annual):	December 2023
Reviewed by:	Charlotte Harvey, Deputy Head Teacher
Date approved by the Local Governing Body:	January 2024
Chair of Governor's signature:	
Renewal Date:	December 2024

Headlands Primary School

Anti-Bullying Policy

History of Changes

Policy Adopted April 2016

Policy Reviewed December 2018

Policy Reviewed November 2019

Policy Reviewed December 2020

Approved by Governors February 2021

Policy Reviewed December 2022 – Minor changes made

Policy Reviewed December 2023- Minor changes made

Introduction

The clear message at Headlands Primary School is:

“We do not tolerate bullying in this school.”

We are committed to providing a safe, caring and friendly environment for our pupils to learn in so that they can achieve their potential. Bullying of any kind is unacceptable in our school. Where it does occur, children should know that incidents will be dealt with promptly and effectively.

Aims and Objectives of School Anti-Bullying Policy:

- For staff, governors, pupils and parents to know what bullying is.
- For staff and governors to have clearly defined procedures to follow in order to prevent bullying and deal effectively with it where it arises.
- For pupils and parents to know what the school policy is on bullying and what they should do if bullying arises.

Definition of bullying behaviour:

All pupils, parents and adults in the school should know that bullying is a behaviour which uses repeated verbal or physical behaviour with the intention to cause emotional or physical harm to another person. The Anti-Bullying Alliance defines this 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.’*

Any member of the school community can be a victim of bullying. Bullying can be direct – physical or verbal. It can be relational – e.g. leaving a child out, ostracising from friendship groups, using others as a means of attack or intimidation. Bullying can occur through the use of technologies such as by phone verbally, email, texting or by posting hurtful comments or pictures on websites. Bullying can happen on the basis of a perceived difference relating to race, religion and culture, SEN or disabilities, appearance or health conditions, home circumstances, gender or sexual orientation. Bullying can sometimes be unwitting, but the effect on the victim is still the same. When pupils with the same power, numbers and strength fight or argue, this is not bullying.

A simple way that children are taught to remember about how to respond to bullying is:

STOP- Several Times On Purpose

STOP- Start Telling Other People

(Children understand this acronym and it is well published around the school for them and parents.)

Differences between bullying behaviour and poor behaviour and aggression that is not deemed bullying:

- The key difference as mentioned above is the regularity and pattern. Very serious behaviour which will be dealt with under the Relationship Policy may not be bullying for this very reason.
- It is important that parents, staff and pupils understand the differences so that incidents can be dealt with appropriately.

Preventing Bullying

We ensure that the curriculum reflects the school’s anti-bullying policy and that staff model behaviour that reflects our beliefs. In PSHE we follow the Jigsaw scheme of work, which promotes respect for difference, self-awareness, self-esteem and self-control. We also teach ‘protective behaviours’.

Each year we take part in **Anti-Bullying Week** in November through having a **‘Friendship Week.’** During this week we focus on what makes a good friend and explore kind and unkind behaviours, including bullying. This raises awareness across the whole community.

We also do the following:

- Recognise and celebrate diversity of achievement, identity and culture in all fields.
- Encourage supportive relationships across phases through Play Leaders and a Buddy System.
- Carry out Jigsaw assemblies that reinforce a co-operative and caring school climate.
- Reinforce high self-esteem and minimise low self-esteem through reward systems.
- Adopt classroom management techniques that challenge racist, sexist or homophobic remarks.
- Ensure all areas of the school premises are appropriately supervised including the playground and toilets.
- Carry out well-being questionnaires annually to assess pupil perception and well-being.
- Through our relationships policy, we have a strong focus on building positive relationships and listening to the child’s voice.

Procedures for Investigating claims of bullying:

Incidents of bullying, either seen by staff or reported to them, will be dealt with in accordance with our Relationships Policy. With particular respect to bullying the following procedures apply:

1. All incidents of bullying must be reported to the phase leader who will follow the report up by talking to the victim, the instigator, and any witnesses.
They will record the voice of the victim and perpetrator and relevant witnesses (if necessary), determining the antecedent and intent for the behaviour and how long and in what form bullying has taken place. Additionally, the consequence will be recorded and details of the restorative conversation that may be held.
2. Children with SEN, EAL or other factors that may prevent accessing procedures will be given appropriate support.
3. The bullying behaviour or threats of bullying must be investigated and stopped immediately. The phase leader will record their investigation on the instigator's My Concern. A Designated Safeguarding Lead will categorise the concern as bullying. A senior member of staff will report to parents of the instigator and victim that day or as soon as possible. Complaints of bullying reported by parents will be investigated within one working day wherever possible. Details of the event will be kept on Arbor as a note for the victim.
4. An attempt will be made to help the perpetrator to change their behaviour. Support will be offered to the victim, such as emotional support from our Emotional Literacy Support Assistant (ELSA), self-esteem work or protective behaviours. The nurture lead may become involved in supporting individuals either through group or 1 to 1 sessions.
5. In serious and/or persistent cases the Headteacher will become involved personally and will initially meet with parents to review the actions taken so far and agree a way forward or appropriate actions needed.
6. If necessary and appropriate, the police will be consulted.

Outcomes and consequences of bullying behaviour:

Bullying of any kind is unacceptable in our school and will be addressed. The school, its staff and pupils will challenge it appropriately whenever and however it occurs.

- A restorative approach will be used and perpetrators of bullying will be asked to genuinely apologise through face to face reconciliation.
- Consequences will be applied in line with our Relationships Policy.
- Parents will be informed of the behaviour which will be monitored by class teachers and senior staff.
- Phase leads will continue to monitor and check in with victim and instigator.

Procedures for Reporting and Recording Bullying Incidents:

Children and parents are responsible for reporting incidents of bullying to staff. We are a telling school. Bystanders must report incidents to school staff and walk away; standing and watching condones actions and will be dealt with in line with our Relationships Policy.

All allegations of bullying will be recorded by the adult who received the disclosure on Arbor and My Concern.

Class teachers should be informed immediately and should discuss with their phase leader who will report any incidents.

Parents of the children involved will be informed of the behaviour on the same day that allegations are made by either the class teacher/ phase leader or SLT depending on the seriousness of the allegation. The phase leader will investigate the allegation in line with the Relationships Policy and parents will be informed by a senior leader of outcomes as soon as possible.

Incidents of bullying are reported to the Governing Body via the Head teachers report.

Monitoring and Evaluation

The policy will be monitored and evaluated by the Headteacher and the Senior Leadership Team. Records of bullying and trends will be monitored by the Safeguarding Governor.