



Harwell Primary School Anti-bullying policy

Policy Reviewed by Headteacher and Senior Leadership Team	January 2022
Ratified by FGB	15th February 2022
Next Review due	2022/23 academic year

This policy is to be operated in conjunction with the Safeguarding and Child Protection Policy, Behaviour Policy and the Whistleblowing Policy.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The Vision

At Harwell School, our vision for your child is to help them to develop a love of learning, along with the skills and the ways of thinking, to excel at whatever they choose to do in the future.

This is realised through our school aims:

At Harwell Primary School we aim to provide a happy, secure environment in which children thrive and develop intellectually, emotionally, socially and physically, thus making a positive contribution to their community - to be Resilient, Responsible, Respectful and Resourceful learners.

“Bullying in any form is always unacceptable.”

Bullying is defined as:

*“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is **often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.** It might be motivated by actual differences between children, or perceived differences.”*
(DfE “Preventing and Tackling Bullying” last updated July 2017)

Bullying is not:

It is important to understand that incidents are not always bullying. Falling out with friends, unkind hands, unkind words, can all be deeply upsetting and while this is unpleasant and requires investigating and support, this is not bullying.

Different forms of bullying

All bullying has an emotional impact and plays on perceived weakness: the imbalance of power.

Bullying behaviour is carried out to give a feeling of power, status or other gratification to the bully/bullies. Bullying can occur through several types of anti-social behaviour within repeated, deliberate acts done to cause distress. It can be:

- **Emotional**: being unfriendly, excluding, tormenting.
- **Physical**: pushing, kicking, hitting, or any use of violence.
- **Prejudicial - against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities**: racial name-calling, graffiti, unacceptable gestures.
- **Verbal**: name-calling, spreading rumours, teasing.
- **Sexual**: unwanted sexual contact or comments.
- **Cyber/Online**: threats by text message, email misuse, social media Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, apps, or online in social media forums. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.
- **Damage to Property or Theft**: children may have their property damaged, taken off them or stolen.
- **Homophobic** – behaving or speaking in a way that may make someone feel hurt, angry or upset because of their actual or perceived sexuality. Targeted because of their appearance, behaviour or physical traits or because they have friends or family who are lesbian, gay, bisexual or transgender.
- **Peer on peer**- peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age.

Vulnerabilities

At Harwell Primary School we understand that some pupils can be particularly vulnerable to bullying because of “differences”, real or perceived, and the differences that make them vulnerable. It is important to be aware that often bullies may also be vulnerable. This is supported through Pastoral Support as well as the daily interventions happening within school. Real or perceived differences can relate to:

- Appearance
- Ability
- Health
- Family or home circumstances e.g. looked after children or young carers
- Social class
- Race, religion or culture
- Disability / Special Educational Needs
- Sexual Orientation of either the pupil or members of their family
- Gender

Effects of Bullying

Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour. Bullying is a barrier to learning, a safeguarding and mental health issue.

What do we do as a school to prevent bullying?

At Harwell Primary School Primary school careful consideration is given about preventing bullying and helping pupils to interact positively.

The school values (consistent with British Values) are a consistent contribution to developing a culture of mutual respect where all unacceptable behaviours, including bullying, are minimised.

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place. In school, we work hard to prevent bullying from taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Focus on the message of kindness
- Taking part in Anti-Bullying initiatives.
- Constantly reviewing all behaviour incidents this includes bullying type behaviours, which is analysed through CPOMS reports, termly behaviour and safeguarding reports and the headteacher’s report shared with the governing body.
- Ensuring that there are clear links between relationships education and other curriculum areas. So, all pupils are able to extend and apply their learning in all subjects.
- Lessons, as part of our curriculum, discuss bullying – referring to Social and Emotional Aspects of Learning (i.e. PSHE).

- School rules (Be Kind, Be Safe, Be Your Best) make clear the behaviour we expect
- Recognised the importance of the physical organisation of our school and the organisation of break times and lunchtimes. This includes additional staff on the playground, nurture lunches and SLT available to all children during these times.
- Raise staff awareness of the signs and symptoms of bullying.
- Adults modelling language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/or abusive language.
- Staff (such as the Headteacher) will identify opportunities to conduct 'Drop-ins' to ensure all children feel safe in school.
- Lunchtime and after-school clubs targeted to support vulnerable children.
- School Anti-bullying policy on the school website.

Roles and Responsibilities

Pupils / Parents and all staff at Harwell Primary School take shared responsibility for promoting positive behaviour.

What is my responsibility as a pupil at Harwell Primary School?

- I will be proud to be a member of our school.
- I will be polite, well behaved and courteous.
- I will follow the school rules (Be Safe, Be Kind, Be Your Best)
- I will talk to someone if I feel worried, upset or concerned about anything.
- I will treat everyone at our school with respect.
- I will take responsibility for my own actions.

What are my responsibilities as a parent?

- I understand all parents, visitors and staff of Harwell Primary School should feel valued and safe.
- I will support my child to participate in the life of the school and actively encourage my child with their learning.
- I will support my child to the best of my ability to follow and respect the school's rules (Be Safe, Be Kind, Be Your Best)
- I will report any of my worries or concerns to the school following the correct channels, e.g. informing the class teacher or a member of SLT, who will then record the concern and agree actions.
- I will adhere to the parent code of conduct.

What is my role as a member of staff at Harwell Primary School?

- I will be proud to be a member of staff.
- I will actively establish positive relationships with pupils and parents.
- I will model and implement the school's rules (Be Safe, Be Kind, Be Your Best)
- I will handle any worries or concerns brought to my attention in a sensitive and caring manner.
- I will respond to worries and concerns so children understand that they are being listened to.
- I will share any reports of bullying with the appropriate staff/agencies.
- I will record incidents in line with the school's Behaviour and Anti-bullying policies (CPOMS).

- I will follow up on incidents and concerns raised.

Investigating Bullying Concerns at Harwell Primary School .

If a concern has been raised by a member of staff, child or parent, our initial action is to establish if the concern is bullying and we do this by:

- Ensuring that any concerns are dealt with quickly and thoroughly
- Listening to the adults /child's concerns.
- Speaking with other adults and children.
- Ensuring all children's /adults feelings are validated and respected
- Considering other possible incidents to establish whether a pattern has formed.

Staff member to liaise with pupil's parents/careers /SLT /class teacher throughout the investigation as appropriate

Children's well-being will be at the forefront of any investigation.

If bullying is identified:

- Preventive work will be carried out within the class setting.
- Restorative meetings will be done within the school with the individuals involved.
- Parents will be kept informed by scheduled meetings or phone calls by the Headteacher, Assistant Headteacher or other SLT members.
- Continued support and monitoring to ensure that the Bullying stops

If bullying is not identified:

- Restorative meetings will be done within the school with the individuals involved.
- Parents will be kept informed.
- Additional support and monitoring may be required

Possible actions the school may take depending on the seriousness of the incident/bullying.

We expect that low-level unkindness will be dealt with quickly and sensitively by the member of staff immediately involved. The behaviour policy should be used to support this. A restorative conversation will be held. Those responsible will be expected to apologise with the aim to improve and repair the relationship.

Children are to be reassured and asked if anything happens again, to report immediately.

For more serious incidents, there will be a further investigation by the class teacher or a senior member of staff. All those involved, including the bystanders, will be spoken to and their behaviour records checked.

A formal record of the incident will be made. The school will determine the appropriate action to be taken. Parents will be provided with feedback.

Consideration will be made as to any additional support needed to prevent further incidents/bullying, including support to develop protective skills for those hurt/bullied and help to change the behaviour of those hurting/bullying.

It is important to support children to make better choices.

A decision will be made about a referral to and involvement of specialist external support services as required.

While Harwell Primary School support and encourages children to make better choices, we reserve the right to use the following sanctions for bullying incidents depending on the level of the incident once a clear and fair investigation has taken place:

- Loss of privileges within school.
- Revised playtimes/ lunchtimes and support by key staff members.
- Exclusion from activity clubs.
- Internal exclusion within school but away from personal class.
- Fixed-Term Suspension from school.
- Involvement from outside agencies.

All sanctions will be clearly defined and shared with staff, pupils and parents involved in the incident. Actions will be followed through and then monitored.

Monitoring and Evaluation of this Policy

All aspects of behaviour are documented and reviewed daily. Each half term, there is an analysis of trends in behaviour (CPOMS), including any reported incidents of bullying.

Incidents of bullying are shared in the Headteacher's Report to Governors.

This policy is reviewed annually and our practice is reviewed following any critical incident, as required.

The Governing Body will monitor this policy's effectiveness through the Headteacher's Report. They will take into account comments from parents (parent survey) and their own perceptions when visiting the school.

What you can do if you feel you are being bullied

Pupils:

- Tell any member of staff or ask your parents, carers or friends to tell for you.
- Ring the National Bullying Helpline – 0845 225 5787 or Childline – 0800 1111 or visit www.childline.org.uk

Parents and carers :

- Speak to staff members in school - at Harwell Primary School
- Arrange an appointment with staff member our school office number 01235 835337
- Family Lives on 0808 800 2222 or www.familylives.org.uk .
- National Bullying Helpline on 0845 225 5787 or [National bullying helpline](http://Nationalbullyinghelpline.org.uk)

Please **DON'T SUFFER IN SILENCE: there is always SOMEONE TO TALK TO**

Appendix 1

Signs and Symptoms:

There may be signs or behaviour to indicate that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take necessary action.

They may include:

- Fear of going to or from school/ Unwillingness to go to school/ Asking to move school.
- Feigned illness or an increase in complaints about feeling unwell.
- Crying at bedtime or disturbed sleep (including nightmares).
- Arrival at home with damaged clothes or property (e.g. torn books).
- Asking for money or stealing money.
- Afraid or reluctant to use the internet or mobile phone.
- Nervous or secretive when a text or e-mail is received.
- Becomes withdrawn, anxious or lacking in confidence.
- Becomes aggressive, disruptive or unreasonable.
- Unexplained cuts or bruises.

Appendix 2

Concerns about behaviour.

An initial assessment made on the severity of the behaviour –low, medium or high level

Level of severity – Examples	Suggested Strategies/ Actions in response	Strategies for assessing effectiveness
<p>Low level (unkindness)</p> <ul style="list-style-type: none"> ●Teasing name-calling of low-level names. ●Slight push or shove. ●Moving seats from a targeted pupil. ●Refusing to work. 	<ol style="list-style-type: none"> 1. Member of staff talks to those involved. 2. School’s policy on behaviour reinforced. 3. Pupil who has been targeted to report any unpleasant behaviour immediately to a member of staff and parent/ carer. 4. Record on CPOMS, as appropriate 	<ol style="list-style-type: none"> 1. Staff to have informal check-ins with the pupil to ensure they feel happy in school. 2. Pupils feel they can report any feeling of unpleasantness to an adult. 3. Staff notice that the pupil has been happy and settled in school with no incidents. 4. Pupil is back to their “normal self”.

<p>Medium level</p> <ul style="list-style-type: none"> ● As above. ● Increasing even after step one has been followed. ● Targeted because of a certain part of their personality. 	<ol style="list-style-type: none"> 1. Staff member decides that behaviour needs further investigation. Member of staff decides the behaviour is potentially serious and that it has been referred to the Headteacher or Assistant Headteacher (CPOMS). 2. Behaviour investigated to assess the nature and severity of the behaviour of all those involved including bystanders. 3. Behaviour incidents on CPOMS checked and parents informed. Whole class/school focus on bullying. 4. Assessment completed and recorded. 5. Victim, bully and bystanders supported. Shared in briefing for all staff to keep “eyes” and “ears” on identified pupils. 6. Review effectiveness of actions taken within appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Parents are engaging with the school and sharing their thoughts. 3. Strategies that have been put in place to support the pupil are followed through and recorded. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their “normal” self.
<p>High level</p> <ul style="list-style-type: none"> ● Physical assault. ● If the pupil’s emotional wellbeing is affecting their day to day life. 	<ol style="list-style-type: none"> 1. Senior member of staff informs parents immediately and meetings are arranged as soon as possible. 2. Senior member of staff investigates and decides whether the case needs to be referred to external agencies. 3. Assessment completed with details recorded and appropriate action implemented. 4. Review of effectiveness of action taken within an appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel. 3. Parents are engaging with school and sharing their thoughts. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their “normal” self.

