Templenewsam Halton Primary School

Anti-bullying policy

Policy Statement

Templenewsam Halton Primary School is committed to ensuring that the safety and well-being of all our children and staff is of paramount importance. Our school should be considered a safe, happy and caring community. Bullying is in direct contrast to this ethos and as such will not be tolerated. This policy is to ensure that staff and parents have a full understanding of what bullying is and the procedures that must be followed if any incidents occur. This policy runs alongside the children's booklet which follows the same principles.

The purpose of this policy statement is:

• to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities

• to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need

• to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

What is bullying?

There is no legal definition of bullying, but the DfE defines it as 'behaviour by an individual or group, **repeated over time, that intentionally hurts** another individual or group by either physically or emotionally.

At Templenewsam Halton bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and videos) and is often motivated by prejudice against particular groups.

It might be motivated by actual differences between children, or perceived differences.'

We recognise that:

- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying

1. **Objectives of this policy**

In fulfilling the duties listed above, we are guided by three principles:

• Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.

• Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.

• Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

This policy outlines what Templenewsam Halton Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2. Our school community:

• Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis through CPOMS, discussed at weekly inclusion meetings and other communications.

• Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.

• Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

• Reports back to parents/carers regarding their concerns of bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.

• Seeks to learn from good anti-bullying practice elsewhere and utilises support relevant organisations when appropriate.

3. Preventing, identifying and responding to bullying

As in many areas, prevention is better than cure. Templenewsam Halton ensures weekly PHSE lessons take place alongside SMSC lessons, school values and assemblies to ensure that children are aware of the issue of racism and the damage it can cause to individuals and the wider community. They also explore strategies to ensure they address racism if they are faced with it. The curriculum is based around an ethos of understanding that no forms of racism or racial intolerance are acceptable. We promote a 'reach out' culture.
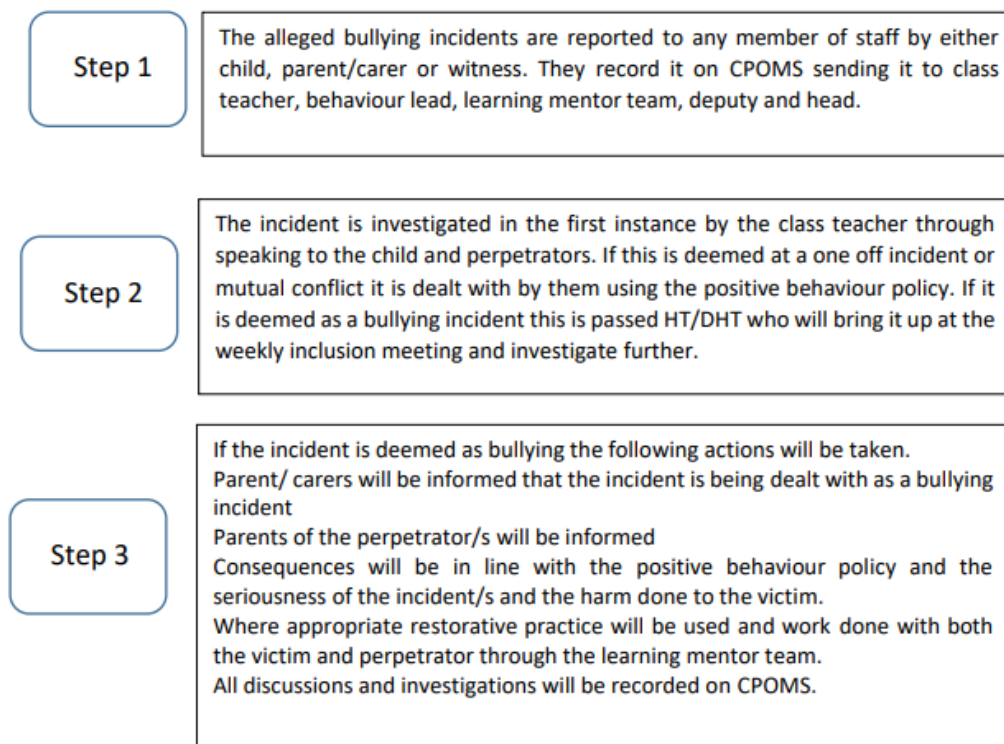
The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying. Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Create a quiet space for vulnerable children and young people (The Nurture Room).

- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

Anti-Bullying Process and Procedures.

All staff have the responsibility to take bullying seriously and follow the process set out below:

Step 1	The alleged bullying incidents are reported to any member of staff by either child, parent/carer or witness. They record it on CPOMS sending it to class teacher, behaviour lead, learning mentor team, deputy and head.
Step 2	The incident is investigated in the first instance by the class teacher through speaking to the child and perpetrators. If this is deemed at a one off incident or mutual conflict it is dealt with by them using the positive behaviour policy. If it is deemed as a bullying incident this is passed HT/DHT who will bring it up at the weekly inclusion meeting and investigate further.
Step 3	If the incident is deemed as bullying the following actions will be taken. Parent/ carers will be informed that the incident is being dealt with as a bullying incident Parents of the perpetrator/s will be informed Consequences will be in line with the positive behaviour policy and the seriousness of the incident/s and the harm done to the victim. Where appropriate restorative practice will be used and work done with both the victim and perpetrator through the learning mentor team. All discussions and investigations will be recorded on CPOMS.

Repeated Bullying behaviour

In some cases, the same child will be reported as using bullying behaviour to the same and/or different individuals or groups. In these cases, the school will need to take further action. In the most serious cases of causing harm, injury or offence there is a possibility of exclusion (see positive behaviour policy and exclusion policy).

If this is the case the following will be put in place to minimise the risk of exclusion.

• Meeting with parents to discuss behaviours and underlying need

• Referral to the inclusion team and possible formal assessment of need

• IBP or support plan put in place

• Support put in during the day at the times where there is most need.

• Input from outside agencies such as AIP or Cluster support

4. Involvement of pupils

We will:

Regularly canvas children 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.

Publicise the details of help lines and websites.

Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

5. Liaison with parents and carers

We will:

• Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.

• Ensure that all parents/carers know who to contact if they are worried about bullying.

• Ensure all parents/carers know about our complaints procedure and how to use it effectively.

• Ensure all parents/carers know where to access independent advice about bullying.

• Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

6. Responsibilities

It is the responsibility of:

• School Governors to take a lead role in monitoring and reviewing this policy.

• Governors, the Headteacher, Senior Managers, Teaching and non-Teaching staff to be aware of this policy and implement it accordingly.

• The Headteacher to communicate the policy to the school community

• Staff to support and uphold the policy

• Parents/carers to support their children and work in partnership with the school

• Pupils to abide by the policy.

Key members of staff: Our School Behaviour Leaders: Mrs Lightfoot and Mrs Beaumont

Our Designated Safeguarding Officers: Mrs Lightfoot, Mrs Seton, Mr Weatherley, Mrs Riches and Mrs Beaumont

Helpful Organisations and Websites to support

Childline: 0800111 childline.org.uk

NSPCC: www.nspcc.org.uk

Kidscape: parents advice line - 020 7823 5430 or www.kidscape.org.uk

National Bullying helpline: 0845 2255787

Anti-bullying Alliance https://www.anti-bullyingalliance.org.uk/

National Online Safety- National Online Safety | Keeping Children Safe Online in Education

Additional Content

Types of Bullying

Emotional

Actions which impact on the emotional health and well-being of another person. This is by deliberately causing harm or emotional damage to someone through repeated:

• Unkind words, name calling, taunting, negative personal comments

• Excluding individuals from conversations, games, groups

• Ridiculing or humiliation – face to face or through social media

• Tormenting by taking or hiding possessions, threatening gestures, provocation or taunting.

• Unkind comments about family members or friends

Physical

- Any form of repeated physical violence including intimidation
- Hitting including any variation of: kicking, nipping, scratching, slapping, punching, pushing or using an object to inflict harm
- • Theft of possessions
- • Intentionally causing damage to property

Harmful Sexual Behaviour

This includes any form of unwanted physical contact or sexually abusive comments online or face to face:

• Using sexually explicit words or phrases

• Inappropriate touching

• Sexual threats or violence

• Sexual harassment

• Taking or sending sexually explicit images, or forwarding them

• Up Skirting

• Forcing another person to look at or touch sexual body parts Cyber/Online Misusing technology or social media platforms to harm, threaten, injure or cause offence:

• Threats made by all forms of instant messaging, email or calling

• Group chats made to exclude another person or created to target an individual or group with the sole intention of being unkind or causing offence

• Sharing inappropriate material online including racist, homophobic, sexist or extremist views with the intention of inciting violence towards specific groups or individuals

• Downloading or sharing inappropriate sexual images or sexting

• Deliberate attempts to contact staff or families in order to harass, intimidate, make threats or cause offence

• Using social media in order or humiliate, harass, make threats or cause offence or anxiety

Prejudice based

This is in line with current equality legislation and includes age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, and economic situation. This is not just towards an individual's unique identity but are reflective of negativity towards a wider community or group to whom the individual identifies.

• Race or Ethnicity – bullying based on ethnicity, race, skin colour, national identity

• Gender – bullying based on sexist attitudes, inappropriate sexual behaviour because of their sex

• Homophobic, Biphobic and Transphobic- bullying based on sexual preference or gender identity

• Religion or Belief - bullying based on an individual's or group's religion, belief or practice

• Learning or Physical disability or difficulty - bullying based on an individual's way of learning, socialising, communicating or physical movement

• Socio Economic- bullying based on an individual's or family's economic circumstances that may prevent full access to experiences or opportunities without support

Guidance for Parents and Carers

At Templenewsam Halton we are committed to provide an inclusive safe and happy community where everyone is valued. All bullying is unacceptable and will not be tolerated. Nobody deserves to be a victim of bullying as it has the potential to cause long term emotional damage. We know that not everyone is able to speak out or show their hurt so if you know someone who is being bullied please tell any member of staff so that we can investigate it and put a stop to it.

All of these behaviours or changes in behaviour can indicate other problems but bullying should be considered, however this list is not exhaustive nor should it be used as a checklist. It is important you do not tell your child to fight back or ignore it. Please instead encourage them to speak to a member of staff they feel comfortable speaking to. If they do not feel able to do this please come in and speak to us yourself.

Signs and symptoms of bullying

Changes in routines or behaviours	Changes in mood or personality	Physical signs
Worried about walking to or from school Wants more lifts Changes usual route to school No longer walks with friends Unwilling to go to school, enrichment club or after school club Change in friendship groups or no friends	Becomes: Withdrawn Anxious Lacking in confidence/self esteem Cries at night Nightmares Feels ill each morning School work suffers Aggressive Disruptive Unreasonable Frightened to say what is wrong Worried about using internet or phone Nervous or jumpy Becomes secretive	Possessions damaged or lost Unexplained cuts or bruises Hair deliberately cut Stops eating or over eats Bed wetting Style of dress changes, lack of effort or covers up more