



HARVEY ROAD PRIMARY SCHOOL

Anti-Bullying Policy for Parents

Vision

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying at Harvey Road School or within our community and every one of us has a role to play in creating a culture where bullying is not tolerated.

Harvey Road School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated. Our anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and for public sector duties for the safeguarding and wellbeing of all our pupils

What is Bullying?

Not all behaviour incidents are bullying. For this reason this policy sits side by side with the Behaviour policy as it is clear that it can be difficult at times to differentiate between the two. However, in order to make it as clear as possible the following definitions will be used:

Bullying is:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DCSF 2007)

A more child friendly definition is:

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DCSF 2007)

Bullying is demonstrated through the following three behaviours:

- The behaviour is intended to cause distress
- The behaviour is repeated over a sustained period of time
- There is an imbalance of power between the perpetrator/s of bullying and the targets

Bullying can take place between pupils, between pupils and staff, staff and pupils and parents and staff and staff and parents. The forms of bullying can include but are not be limited to:

- name-calling, taunting, mocking and making offensive or unkind comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or false rumours
- kicking, hitting, pushing
- taking or intentionally damaging belongings

- cyber bullying – including sending inappropriate, offensive or degrading text messages, photographs, emails, instant messages or social media posts via the internet, setting up websites, group chats or chat rooms that contain embarrassing or upsetting information about individuals.
- Bullying may also take the form of exclusion, for example in particular activities or friendships.

All forms of bullying are unacceptable and we will take all reports on bullying seriously. As a school we are committed to making every effort to prevent bullying in any form, and to taking positive action.

Bullying and Equality

Harvey Road Primary School will not tolerate any form of bullying that relates to ethnicity, nationality, disability, religion, sexual orientation or gender identity. Class teaching as well as our whole school values actively prepares children to be aware of inequality and what everyone can do to prevent this forms of issues from arising. All teaching and support staff will respond appropriately to any such bullying.

Roles and Responsibilities

At all times the school and community will actively promote good relationships between children, encouraging a sense of teamwork and caring for each other. We will promote self-discipline and proper regard for authority.

It is our expectation at Harvey Road Primary School that all staff are responsible for every child's wellbeing and safety while at the same time expecting children to show good behaviour and respect for others.

Staff will:

- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation (*as set out on page 4*)
- Provide support to both the victims and perpetrators of bullying
- Promote the wellbeing of all pupils and take steps to ensure that there is freedom from bullying and harassment
- Model positive attitudes and respectful relationships, with the aim of working towards reconciliation between the children involved
- Promote a positive view of equality and challenge prejudice and stereotypical views
- Listen and respond to the concerns of parents openly and fairly
- Raise issues with line managers which could contribute to developing practice, intervention and/or strategic change
- Build in regular PSHE lessons where bullying is discussed so that children know why it is wrong and what they should do if this occurs

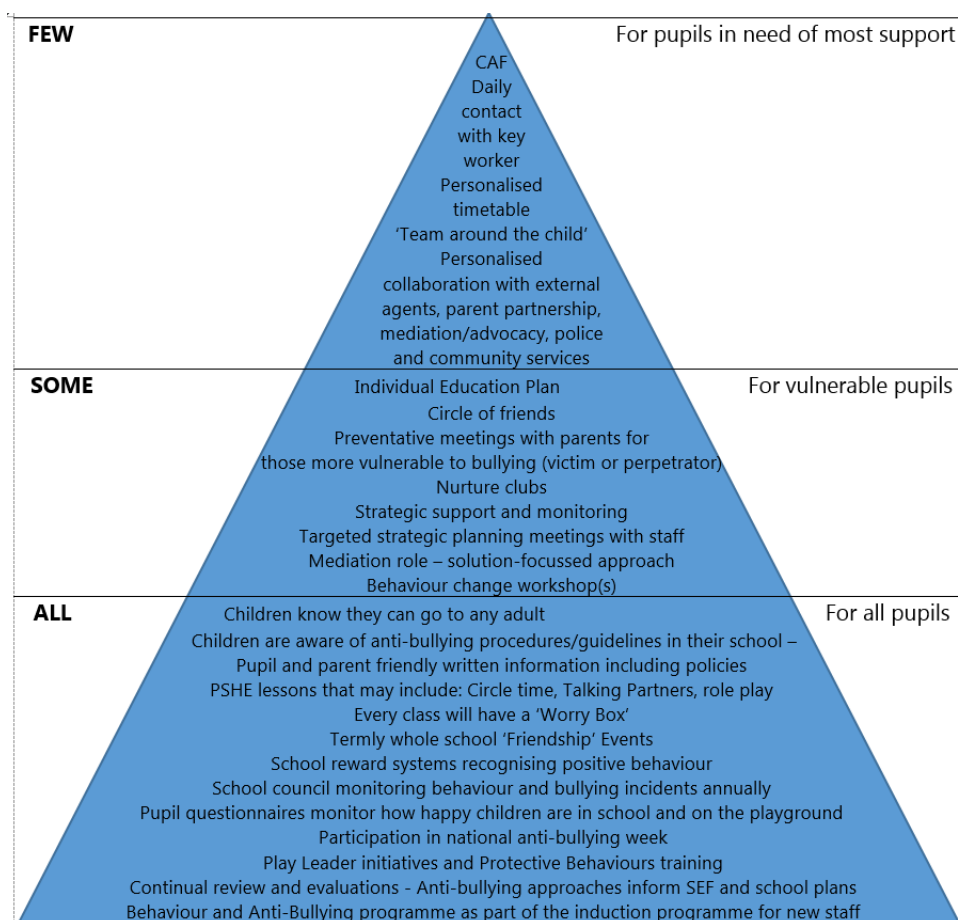
- Have a 'Worry Box' in the classroom where children can record any concerns they may have. Teachers will monitor the contents of the 'Worry' Box regularly for notes children have written.

Pupils will:

- Report any incidents of bullying to a member of staff, whether the incident has been directed at themselves or at someone else and whether the incident took place inside or outside school
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With support from staff and parents/carers, create a positive atmosphere inside and outside of school where bullying is regarded as unacceptable, equality is championed and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school.

Practices that help Prevent and Support Anti-Bullying

Understanding that bullying can occur in any situation and at any time, Harvey Road School uses the following procedures:



Responding to Incidents when they occur

If you are a pupil

Pupils who feel that they have been bullied should:

- Tell a trusted member of staff as soon as possible
- Find a friend that will help you
- Speak to your parents
- Talk to the trusted adult giving as much information as possible including:
 - What happened?
 - Who was involved?
 - Who witnessed it?
 - Where did it happen?
 - When did it happen?
 - Why the bully behave the way they did?
 - How does it make you feel?
- DO NOT KEEP WHAT HAS HAPPENED TO YOURSELF

Pupils who see someone else being bullied or cyber bullied should:

- If it is safe, encourage the bully to stop
- If you can, let the bully know how what is being done will make the victim feel
- Tell a member of staff as soon as you can
- Be a good friend to and support the person being bullied
- If you don't feel you can't talk to someone about it, write it down and post it in the 'Worry' Box in your class room
- Speak to your parents

Do not:

- Ignore it
- Rush over and take on the bully yourself
- Be encouraged to join in with the bully

Staff

All staff will respond calmly, consistently and sensitively to all allegations of bullying. Non-teaching staff should listen to the child as much as is appropriate before finding the class teacher/school leader who will continue to support the child and investigate the allegation. Teachers will manage allegations by going through steps identified below:

Stage 1

- Ensure that the victim is safe
- Listen to the allegation of bullying being made and record key points
- Carry out an investigation: speaking and listening to those children and/or adults that are necessary to achieve as accurate a view point as possible
- Summarise the key areas of concern

- Speak to parents/carers, discussing the outcome of this investigation within 5 working days of the incident being brought to their attention.
- Implement strategic response(s) to address concerns (if appropriate)

The vast majority, but not all, concerns will cease at this point. However, we recognise that some behaviours may take longer to resolve and need additional interventions before the situation is resolved. Where ongoing support is required the following may be carried out:

Stage 2:

- The class teacher will implement identified strategies to support the victim and/or perpetrator.
- The teacher will inform relevant staff where necessary of what role they can play in fulfilling the strategies.
- When necessary, set strategies that will support the behaviours of all children involved. This should be done in partnership with parents/carers so that children can work towards reconciliation.
- Teachers will work with parents and set clear time frames to review the outcomes of the strategies
- Provide timely and effective feedback to parents and the children involved
- If enough time has elapsed where stage 2 strategies have been implemented but there has not been a resolution to the problem then it may be appropriate to escalate this to Stage 3

Stage 3:

- At stage 3 the Deputy Headteacher will step in to provide additional support and advice.

Parents

Parents have a significant role to play in supporting the positive behaviour of their children both at home and in school.

Evidence has shown that bullying is most effectively managed when there is a strong partnership between parents and the school, whether the child is the victim or the perpetrator. With this in mind we recommend that parents follow the procedures below:

- Ensure your child talks to a member of staff about the concerns as quickly as possible. If this does not happen then it can be very difficult for the class teacher to gather timely and accurate evidence that can support a positive outcome. If your child feels unable to do this then please talk to the class teacher yourself
- Report allegations of bullying to the class teacher. When doing so, please outline:
 - What you witnessed or heard
 - Who you believe was involved
 - When and where you understand the situation took place

- What you believe the motive was
- Have a positive dialogue with the class teacher throughout the process
- In partnership with the school, support your child, whether they are the victim or the perpetrator.
- Allow the class teacher to carry out an independent investigation. This will include a careful consideration of the allegation made
- Listen to the outcome of the investigation (within 10 working days following the initial disclosure) from the class teacher and agree next steps
- Work in partnership with the class teacher to support these strategies
- Actively support steps that can work towards a reconciliation between the children involved
- Due to confidentiality, parents/carers will not be given detailed information that relates to children other than their own
- If parents/carers are unable to agree or are dissatisfied with the outcome of the process at the end of Stage 2, then the Deputy Headteacher can provide further support (Stage 3)
- Where sufficient time has been used to implement Stage 3 but the outcomes remain unsatisfactory then it is advised that a meeting is held with the Headteacher.

Events outside of School

We are aware that bullying may occur outside of school. Where relationships in school are affected by events outside of school, the school may take steps to intervene, investigate and resolve the matter.

Use of Mobile Phones and other IT Communications

Mobile phones have the potential to cause considerable harm. For this reason:

- Children are not to have mobile phones in school. Children in Year 6 and the summer term of year 5 are permitted to bring in mobile phones but do so at their own risk. These mobile phones must be handed to the class teacher on arrival in the classroom. The school will not be responsible for the loss or damage of any mobile technology brought into school by a child.
- Online activities that can be interpreted as abusive or upsetting are considered to be serious and are unacceptable and will be dealt with accordingly.
- Teachers have the right to examine any mobile phone or other like piece of equipment while on the premises.
- This policy should be read in conjunction with the e-safety policy.

Sanctions including Exclusions

There are many different sanctions that are available to use with children who are not following school expectations on behaviour. Exclusion is a last resort and is only used in exceptional and extreme circumstances.

Governors will review and monitor the effectiveness of the anti-bullying procedures and ensure that they are fulfilling the high expectations that are held at Harvey Road School.

This policy will be reviewed annually.

N Rowlands

January 2019

Date approved by Governing Body: 6 March 2019

Date for review: March 2020