




Anti-Bullying Policy and Procedures

(Approval delegated to Quality of Education Committee)

Revised and adopted by Governing Board:	Quality of Education committee Spring 2023
Review Date:	Spring 2025
Changes:	New policy based on Stockport’s model, written with pupils in the anti-bullying working party.
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Safeguarding Duty	<p>“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.”</p> <p>“ All staff have a responsibility to provide a safe environment in which children can learn.”</p> <p>(KCSIE January 2021)</p>
UN Convention on the Rights of the Child 	<p>Article 3- Best interests of the child</p> <p>Article 28- Right to education</p> <p>Article 29- Goals of education</p> <p>Article 31- Every child has the right to relax, play and take part in wide range of cultural activities</p>

1. Aims

At Hursthead Junior School we are committed to working with children, staff, governors, trustees and parents/carers to create a school community where any form of bullying, harassment or discrimination is not tolerated. We have an inclusive environment, where everyone is treated with respect.

This policy aims to:

- Help all members of the community to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Ensure our children are responsible citizens and are well-prepared for life in the 21st century

We are committed to improving our school's approach to tackling bullying and we have an active Anti-Bullying Group, consisting of pupils in Year 5 and Year 6, who work with the Head Teacher to regularly monitor, review and assess the impact of our preventative measures and ways we can improve our practice.

Stockport Council define bullying as:

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.

Our children define bullying as:

Bullying is when one person (or a group) does something REPEATEDLY and DELIBERATELY in order to hurt or upset another person (or a group) either physically, verbally or online.

2. Our Behaviour Principles

- Our school ethos and behaviour curriculum is underpinned by three core principles:
 1. Our REAL wheel values of **Responsibility, Enthusiasm, Aspiration and Leadership**



2. The Learning Super Powers of **adaptability, kindness, determination, self-control, independence** and **communication**



3. The United Nations Convention of the Rights of the Child



- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination, harassment or bullying
- Staff, employees of outside agencies working in the school and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and this anti-bullying policy
- The anti-bullying policy and behaviour policy are understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions and understand the impact their actions may have on others
- School works closely with families to discuss and understand any behaviour incidents to foster good relationships between the school and pupils' home life

3. Who might be at risk of being bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

Some groups of children could be more vulnerable to incidents of bullying including those who have one or more of the 9 protected characteristics. These children could be at risk of being bullied, or even becoming someone who bullies others.

Examples of vulnerable groups include:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs/a disability
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- from the LGBTQ+ community or those who may be exploring their gender identity
- have English as a second language
- are young carers
- have suffered physical or emotional trauma including domestic abuse, acrimonious separation, or bereavement
- have a parent that was a victim of bullying
- experienced poverty or deprivation

4. What is Bullying?

Our children defined bullying as when one person (or a group) does something REPEATEDLY and DELIBERATELY in order to hurt or upset another person (or a group) either physically, verbally or online.

- Treating someone differently because of their race, religion, sexuality (or any of the 9 protected characteristics)
- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal aggression– name-calling (including swear words), insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, making threats, swearing at someone. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, inappropriate gestures, laughing at someone when they make a mistake, humiliating someone
- Indirect – excluding eg leaving someone out over and over again, spreading rumours and stories, controlling behaviours, blackmailing someone

What is Cyber Bullying?

- Unkind/offensive/nasty messages
- Inappropriate use of social media – eg messaging, Snapchat, What’sApp, Instagram etc
- Trolling someone repeatedly
- Misuse of camera and video facilities, including generating and/or sharing of images without permissions
- Shaming or humiliating someone online
- Encouraging someone to self-harm

Please cross reference:

- Safeguarding Policy (especially with reference to child-on-child abuse)
- Online Safety Policy
- Behaviour Policy

Parental incitement could also be a type of bullying. Parents at our school have received the RESPECT charter and have signed an online safety pledge.

We understand that some bullying behaviours may be considered a hate crime, such as targeting a child or young person on grounds of race, sexual identity/orientation, religion or disability. We would treat these incidents very seriously and would report any incident like this to the Local Governing Board and Stockport LA.

We would also report to Governors any prejudice-based incidents, where unkind or hurtful behaviour is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group.

Our children created this chart to help everyone understand what bullying is:

Not bullying	Bullying
Someone not sharing a new toy with you	Over time , someone deliberately chooses to share with others but not you.
Someone not sharing their secrets with you	More than once , someone tells everyone else about the event/issue but does not share with you- they are deliberately leaving you out.
Someone not talking to you because they want some space one day	Over and over again , someone deliberately chooses not to talk to you- they are ignoring you when you try to talk to them
Someone not playing with you once or twice	More than once , someone chooses not to play with you and may deliberately play with your friends, leaving you out
Someone not playing a game that you want to play	Every day , someone choosing the game and you never get to choose- the same person always overrules you.
Someone upsetting once or twice	Again and again , someone purposely tries to upset you for no reason
Someone who gets annoyed with you one day – maybe aggressive too	Constantly , someone gets annoyed with you, shouts at you, is aggressive towards you
Someone makes a joke about you which you laugh at too	More than once , someone deliberately makes fun of you or teases you.

5. How do we know if someone is being bullied?

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity including not wanting to talk about it or share experiences
- shows evidence of self-harming or suicidal ideology
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

6. How do we prevent bullying at our school?

Our children wrote a list of what we do in school to prevent bullying:

- Anti-bullying Group to promote anti bullying in school through assemblies and class discussions
- Anti-bullying posters promoting awareness around school
- Cool to be Kind Week each year with a focus on anti-bullying
- Internet Safety Day where we talk about keeping safe online and appropriate online behaviour
- Mental Health Champions run Calm Club as a safe space for children to talk to each other and adopt strategies for looking after their wellbeing
- Playground rules- eg no physical games- help to keep us safe
- We know we can tell a trusted adult if we are unhappy/worried etc
- Classroom rules to keep us safe and makes expectations of behaviour clear
- New behaviour policy and posters – there are clear expectations of behaviour and what would be considered a serious incident, including bullying
- Restorative Ambassadors help resolve conflicts and friendship issues before they become a bullying issue
- We are taught strategies for dealing with bullies/situations/friendship issues in PSHE lessons
- Teachers teach reactive lessons to follow up on issues involving bullying, derogatory language, safe internet use etc
- Zones of Regulation help children to identify their emotions and adults discuss these with children
- Lessons and assemblies- we are taught what bullying is and what to do if we experience any form of bullying
- We understand and celebrate difference in our school - British Values, UNCRC, 9 protected characteristics- we are inclusive of everyone
- We discuss and celebrate differences such as health needs (eg allergies or asthma) or educational needs (eg dyslexia or autism)
- We have positive rewards and strong relationships with each other!
- We have different learning partners so we get to work with different children and learn how to be respectful with each other
- Buddy system with children at the Infant School – Year 6 children have Year 3 buddy when they transfer to the Juniors
- Overall, we all demonstrate RESPECT for everyone!

7. How do we deal with a reported incident of bullying?

Bullying is classed as a serious incident at our school in line with our behaviour policy. As soon as someone reports an incident, it will be investigated by either Mrs Kendrick, Miss Potter or Miss Walker. The victim(s), the alleged perpetrator(s) and any witnesses will give their account of the events to the senior teacher, who will keep a detailed account of what is reported. It will then be logged onto CPOMS. It may be appropriate to remove the alleged perpetrator(s) from the classroom during the investigation if they are in the same class as the victim(s).



If there is evidence of bullying that has taken place, the senior teacher will hold a meeting with the parents or carers of the perpetrator(s) and discuss the bullying incident.

The senior teacher will also make a decision as to the most appropriate consequence for the perpetrator(s).

- Parents or carers will be invited in for a meeting to discuss the allegations
- Lunchtime exclusion
- Internal exclusion for a fixed time
- Not being allowed to attend an event where we would be representing the school (eg sports competitions or performances)
- External exclusion for a fixed time



Both the victim(s) and the perpetrator(s) will be given support following the bullying incident. This could be:

- Restorative conversation between all parties
- Workshops/groups/1-1 sessions for the perpetrator(s) to help improve their understanding of bullying and how to make more positive behaviour choices
- Support for the victim(s) to build resilience, tackle anxiety following the incident and face any other challenges
- Time to talk to adults in school
- Regular reviews and monitoring of all parties



The bullying incident will be recorded on CPOMS by the senior teacher and reviewed by the senior leadership team as part of its monitoring of Emotional Health and Wellbeing (including behaviour).

Any bullying will be reported to the Local Governing Board and any hate crime incidents will be reported to the Local Authority.

8. Roles and Responsibilities

SENIOR LEADERS:

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is understood and followed by all members of the school community and ensures the school upholds its duty to promote the safety and well-being of all young people. The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report.

STAFF:

All school staff and volunteers have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff become aware of bullying, they must reassure the pupils involved and inform relevant staff in line with school guidance.

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents

PUPILS:

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. If they find out about an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

GOVERNORS:

The governors are responsible for monitoring the effectiveness of this policy via the termly report, by in school monitoring such as learning walks, and focus group conversations with pupils.

Head teacher signed:
Date:

Chair of Governors signed
Date: