



HIGHBURY PRIMARY SCHOOL

GOVERNORS' ANTI-BULLYING POLICY

Highbury Primary and Nursery School's mission is:

- To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.
- To achieve academic excellence by ensuring each pupil performs to the best of their ability.
- To work together as a team with parents and carers within the community to promote respect responsibility for the benefit of all.

1. Statement of Intent

At Highbury Primary School we believe that:

- every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour
- all bullying is unacceptable
- bullying is a problem to which solutions can be found
- seeking help and openness are regarded as signs of strength not weakness
- all members of our community will be listened to and taken seriously
- all of us have a responsibility to ensure that we follow the 'Top Ten', do not bully others
- work together to get rid of bullying

What do we mean by bullying?

Highbury Primary's understanding of bullying reflects the Anti-Bullying Alliance and school cluster key principles that bullying is deliberate and repetitive and is as follows:

Bullying is saying or doing something horrible to someone else, usually more than once, where the person or people doing the bullying know that their actions are upsetting. The person being bullied is made to feel helpless, unhappy and/or unsafe.'

Examples of actions which may amount to bullying are:

- physical - hitting, kicking, pushing, pinching, any form of violence
- verbal - name-calling, sarcasm, spreading rumours, persistent teasing

- emotional – tormenting, threatening, ridicule, humiliation, left out from groups or activities, ignoring, harassment

We recognise that the nature of the bullying may be face to face or indirect or use a range of cyber-bullying methods.

How much / often?

- a one-off incident could still be bullying
- a 'minor' incident that is repeated is bullying

In dealing with behaviour and bullying our school community needs to work together to understand the difference for example, between rough play, a genuine accident, an angry remark and bullying. The table below (from Portsmouth anti-bullying guidance and resource pack for schools 2014) is helpful in determining the difference between relational conflict and bullying.

Bullying	Relational Conflict
Repeated, hurtful behaviour	Happens occasionally
Deliberate or intentional behaviour that causes physical or emotional harm	Accidental
Imbalance of power	Equal power
No remorse	Remorseful
No effort to solve the problem	Effort to solve the problem

Who is involved?

Bullying may be towards children or adults within our school community. Aims

- to contribute towards creating a positive, respectful and supportive school ethos
- to enable everyone to feel safe at Highbury School and to encourage pupils to report incidents of bullying
- to make it clear that all forms of bullying are unacceptable
- to deal with each incident of bullying as effectively as possible, ultimately reducing the incidents of bullying
- to support and protect victims of bullying and ensure they are listened to
- to help pupils displaying bullying behaviour to change their attitudes and understand why it needs to change
- to liaise with parent and other members of the school community
- to ensure all members of our school community have a shared understanding and responsibility to reduce bullying

- to ensure that all staff feel confident dealing with bullying and have the skills to teach about diversity and the effects of bullying through regular and appropriate training.

Objectives

- our whole school community has a shared responsibility towards our anti-bullying policy
- to promote emotional health and wellbeing of children and adults and for all the members of our school community to be role model
- to maintain and develop effective listening systems for children
- to ensure that all incidents of bullying are recorded and appropriate use is made of the information (where appropriate sharing it with relevant organisations)
- to involve all staff in dealing with incidents of bullying effectively and promptly and to equip them with skills to do so
- to communicate effectively with parents about bullying
- to ensure all staff consistently and firmly challenge inappropriate interactions including prejudice-based and aggressive language.
- to ensure all staff model inclusive and non-derogatory language. Practice and Procedure

What we do to prevent bullying?

- Deliver a curriculum which raises the awareness of bullying and teaches pupils about all aspects of individual difference and diversity (lessons, stories, circle time and assemblies) using PSHE, P4C and other resources (responsibility of the PSHE leader).
- E-Safety regularly addressed and taught
- Annually run an anti-bullying week
- Biannually review our anti-bullying policy (as part of anti-bullying week where possible)
- Develop a shared understanding of bullying and how to deal with it effectively in our school community by promoting a common anti-bullying approach
- Promoting an ethos of 'It's good to tell'
- Use School Council Representatives
- Undertake an annual audit of bullying including a pupil and parent survey and analyse it to inform school improvement planning, practice and policy
- Communicate about and update on any incidences of bullying at weekly SLT pastoral meetings and year team meetings
- Work with outside agencies
- Running various pastoral programmes for selected pupils
- SLT to report at least annually, analysis of bullying and any actions taken to the Teaching and Learning Governors Committee and through the Headteacher's report to Governors.

Dealing with incidents of bullying

It is the responsibility of all staff to follow the routine of, 'Listen, believe, act,' whenever it is thought bullying might have occurred. When a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the bullying.

The school will support all involved by:

- talking the incident through with all parties involved
- supporting the person who has been bullied to express their feelings
- supporting the person displaying the bullying behaviour in recognising why and how their behaviour needs to change through restorative practice
- discussing which of our golden rules have been broken have been broken
- discussing and agreeing strategies for making amends or dealing with any further incidents

Sanctions will be given in line with our behaviour system but other actions may include;

- Missing another activity
- Time out from the classroom
- meeting, phone call or letter to parents
- any other sanction deemed appropriate
- pastoral Support Plan or Individual Behaviour Plan
- fixed term or permanent exclusion
- safeguarding procedures will be followed when child protection concerns arise.

Recording and Reporting of incidents

All incidents of possible bullying will be recorded by the school. Any written records will be recorded on the agreed forms "Initial investigation form" and / or "Bullying incident record form", and a copy submitted to the nurture team for input into SIMs and to be shared at LT meetings.

There is an expectation that all incidents of bullying will be shared and communicated to staff through weekly LT meetings and year team meetings. The Senior Leadership team, nurture team, class teacher and senior lunchtime supervisor are to be informed of any incidents of bullying.

Parents of all children involved will be informed of what has happened and how it has been dealt with.

Any racial incidents will be recorded in accordance with the Local Authority / UCAT guidance.

Cyberbullying of staff

National evidence indicates that about one in five teachers have reported having derogatory comments posted about them on social media sites from both parents and children. It is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media, in the same way that it is unacceptable to do so face to face. The school urges all members of the school community, including parents, to use social media responsibly. Parents have a right to raise concerns about their child, however they should do so in an appropriate manner. Any such incidences should be reported to a senior member of staff as soon as practicable. If possible, a snapshot should be taken. In addition, if it is deemed appropriate the police may be contacted.

Review of policy

The impact and content of this policy will be reviewed biannually. Data from the monitoring and recording of incidents will also inform policy, practice and school improvement planning. This will be collated by the nurture team for termly review by the Senior Leadership Team and reported to the governors' curriculum and standards committee at least annually.

Policy reviewed May 2017

Approved by the Governing Body:

Approved: May 2017

Review: May 2019

Appendix i

The Top Ten

Appendix 1

Signs and Symptoms that MIGHT indicate bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs (this list is not exhaustive):

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.