



Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

POLICY ON ANTI-BULLYING

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 rights, respect and responsibility for the benefit of all.**

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

Objectives of this Policy

- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school’s policy is on bullying and follow it when bullying is reported.
- All children and parents should know what the school’s policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated in any of our academies.

Staff Responsibilities

- To implement procedures to confront bullying of any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action and to refer to SLT as appropriate
- To share with parents of the victim and bully, incidents of serious and /or persistent bullying
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication and consultation within school and relevant agencies when appropriate

- To promote the use of interventions which are least intrusive and most effective.

GUIDELINES

Definition of Bullying

Bullying is the repeated intimidating behaviour that causes discomfort and even fear for the victim, leaving them feeling vulnerable. This behaviour can be physical or psychological. Both can cause emotional distress. It is usually dominating behaviour by those who have a low self-esteem themselves. Bullying behaviour involves someone imposing what they want on someone else, without their consent, while not respecting other people's individuality.

Bullying can be child-child, adult-child, child-adult or adult-adult.

Types of Bullying

We must remember that one off incidences of any of these behaviours may not make the perpetrator, a bully. If the perpetrator repeats any of these behaviours regularly albeit to one particular child or a different child each time, this could be considered bullying.

Bullying can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes in behaviours

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

Management of incidents

All incidents of bullying should be recorded on CPOM, copying in the relevant people.

When an episode of bullying is reported, the adult dealing with the situation must ensure that they provide a secure environment in which the incident may be recorded confidentially. The person who has been bullied should be made to feel safe.

Everybody should be shown that the school does not accept bullying in any form.

Adults should respond calmly and consistently to all incidents of bullying.

The school should protect and support all parties while the issues are resolved.

The perpetrator and those who may have colluded should be encouraged to behave in a more acceptable way.

Interventions should be monitored and followed up appropriately at the individual, group or whole school level.

If an allegation of bullying is made we must follow this routine.

- Be available - Make it known that you are ready to listen. Provide immediate support.
- Listen to the child - Ask the bullied child how he or she is feeling and who else was involved.
- Record - Ensure the incident is recorded on CPOMS, copying in the relevant people.
- Respond - Ensure that your response is non-aggressive and provides models of positive behaviour.

The Headteacher should be informed of all potential bullying incidents.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise.
2. An attempt will be made to help the bully (bullies) change their behaviour through restorative conversation.
3. In particular cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. Monitoring by identified staff
5. Involvement of external agencies
6. Peer support/peer mentoring
7. Formal recording (racism/homophobia)
8. Liaison with social worker
9. In serious cases, suspension or even exclusion will be considered
10. If necessary and appropriate, police will be consulted
11. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Policy Update: September 2022

Review date: September 2023