



Our vision at Herrick Primary School is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Helping pupils towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers.

We believe that students should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Definition of terms

What is bullying?

Herrick Primary School adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Source: **Preventing and Tackling Bullying Guidance for Schools, DfE, 2011**

Bullying is the use of aggression with the intention of hurting another person; resulting in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation.

Bullying can be:

Emotional	e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing
Physical	e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around
Racist	e.g. racial taunts, graffiti, gestures
Sexual	e.g. unwanted physical contact or sexually abusive comments
Homophobic	e.g. associated with or focused on the issue of sexuality
Verbal	e.g. name-calling, sarcasm, spreading rumours, teasing,

- Cyber** being cheeky
e.g. E-mail or text bullying, bullying through a social network
Bullying through a 3rd party
- Material** e.g. repeatedly damaging belongings, extortion.

Bullying can also be directed towards those with a disability, or special educational need, those of a certain faith or religious belief.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

School is aware that it is a possibility that the bully may be an adult and will follow the local Child Protection procedures where this is the case.

As a school we also define bullying to be an action perceived as:

S.T.O.P. – Several Times On Purpose.

We expect that children will: S.T.O.P. Start Telling Other People

Aims and Objectives

The aim of our anti-bullying policy is to:

- Clarify for students and staff what bullying is and that it is always unacceptable
- Explain to staff, students and school community *why bullying and harassment occur and their impact on individuals and the school as a whole*
- *Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning*

As a school we

- Involve the Herrick Management Team in any planning, discussion and dissemination of any work related to anti-bullying, directly including the F.A.B.'s (Friends Against Bullying) in KS2 and Mini-F.A.B.'s in KS1.
- Have in place an anti-bullying support system. Victims or pupils/staff who are aware of bullying can report incidents to any member of staff or F.A.B./Mini-F.A.B. who will then report the incident to the Behaviour Mentor and/or Anti-Bullying Champion. They will then work with the victim and the perpetrator to recognise what has happened and then help them, through a variety of means (e.g. counselling) , to ensure all parties can agree a resolution to the issue.
- Regularly monitor and review the policy to ensure it is up to date and relevant to our school community. This is done by the Senior Management of the school through consultation with the Herrick Management Team at least once a term.

Practice and Procedures

What do we do to prevent bullying?

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules as follows:

Herrick Primary School Rules

- Move around the school sensibly and calmly
- Be polite and well mannered at all times
- Respect and be kind to each other
- Listen to each other and respect each other's points of view
- Respect other people's property and the school environment

and that we support our Rules & Responsibilities as shown on our Herrick School Agreement. All members of the school community are expected to report incidents of bullying. On entering the school each new pupil is allocated a special friend in their class and a personal FAB mentor in the playground. There will also be a link TA that the pupil will be introduced to as a point of contact.

1. **Staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. Staff share a collective responsibility to adhere to the anti-bullying policy put in place, and to follow the appropriate procedures for reporting and recording any incidents of bullying.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports an up to date whole school policy
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere
- Provide children with a good role model
- Raise awareness of bullying through assemblies, stories, role-play, discussion, peer support, School Council, PSHE, RE, SEAL
- All adults in school to understand that bullying can be perceived as S.T.O.P. - Several Times On Purpose; and can use S.T.O.P - Start Telling Other People as a form of informing.
- Through the head teacher, keep the governing body well informed regarding issues concerning behaviour management
- Promote and support the Friends Against Bullying (FAB) programme in KS1 and KS2. Children will be knowledgeable of their rights and responsibilities from an early age and so this will become embedded into the children's ethos and philosophy of positive behaviour.
- Promote anti-bullying philosophies through activities such as Anti-Bullying Week; class and school 'Rights and Responsibilities Charter';
- Provide activities / resources at playtime and lunchtime, supervising activities and encouraging positive behaviour.

2. Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys school and is safe at school: This is done through

- Supporting us in helping to meet our aims
- Feel confident that everything is being done to make sure their child is happy and safe at school

- Be informed about any aspect of their child's behaviour, both positive and negative, initially through the class teacher, though this can be through any member of Senior Management.
- Be informed about who can be contacted if they have any concerns about bullying and/or report any form of bullying that they feel is taking place or has taken place. Class teachers will inform parents of this.
- Should a parent become aware of any incident of bullying taking place within school they have a responsibility to notify a member of a staff with their concerns.

3. Governors

We expect that governors will:

- Support the Head teacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying

4. Children

We expect that children will:

- Support the Head teacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise.(e.g. via School Council, FAB etc)
- Be involved in the monitoring and review of the policy, this is done twice a term through Herrick Management Team meetings.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place
- Contribute to surveys when asked

As a school we work to prevent bullying through a range of different means. These include having our F.A.B. groups (Friends Against Bullying) work in the playground each breaktime and lunchtime (KS1 and KS2), Phase and whole-school assemblies, consulting with the children in our Herrick Management Team, and through the teaching of the S.E.A.L. programme which is taught to all groups as part of the PSHEC curriculum.

Reacting to a specific incident

Recording

Incidents at playtime are recorded by the FABs (yellow hats), who then pass this information onto the lunchtime supervisors. This information of incidents in or out of class is to be recorded in the Behaviour Management books kept by each class teacher.

A named person will be allocated to the incident. Where incidents are clearly identified as bullying this must be reported to a senior member of staff (Headteacher / Deputy Head teacher /Phase leader). The named person will monitor and update staff as to outcome for both parties involved in the incident.

Parents (of both bully and person bullied) are informed of what has happened, and how it has been dealt with. Records of discussions to be filed with the office.

Confidential Reporting of Incidents

All children in the school are aware of the S.T.O.P box located in the Community Zone where they can submit a confidential note informing the Anti-Bullying Champion of an incident of bullying that has occurred towards them. The Anti-Bullying Champion and/or Behaviour Mentor, checks the box twice weekly and follows up on any reported incidents.

Children can report to any adult if they feel they are being bullied. This information will then be passed to the Behaviour Mentor / Anti-Bullying Champion / Senior Management Team who will then follow the appropriate course of action.

Dealing with an incident

Whenever a bullying incident is reported the school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community need to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.
 - A child will be able to tell any member of the school community of any type of bullying that they feel has happened either to themselves or as a witness to an incident.
 - The Anti – Bullying Champion is Mr J Canham whose role it is to promote the anti-bullying ethos of the school. He will hold twice termly consultation meetings with the Herrick Management Team regarding bullying, reviewing the policy etc., and monitor the effectiveness of systems in place for reporting and resolving bullying in our school. He will also be involved in any meeting with parents regarding bullying.
 - The school council member may submit a form that they have received a bullying complaint.
 - FABs use notebooks to record incidents.
 - With all forms of initial reporting the incident is to be logged and then sent through the line management.

2. School expects to support all involved by:
 - Having a named person that will monitor the incidents of bullying in school. Anti-Bullying Champion, Behaviour Mentor, Deputy Headteacher, Headteacher
 - Talking through the incident with all parties involved
 - Helping the both parties to express their feelings
 - Talking about which rule(s) has/have been broken
 - Discussing strategies for making amends with the pupil causing the bullying and the pupil being bullied ensuring that agreements are sustained.

3. Nevertheless sanctions may include:
 - Time away from an activity within the classroom
 - Time away from the classroom
 - Missing break or another activity
 - Formal letter home from the Head teacher expressing concerns, where the pattern of behaviour continues
 - Meeting with staff, parent and child
 - Pastoral Support Plan
 - Fixed-term exclusion
 - Permanent exclusion

4. Parents (of both pupil causing the bullying and person bullied) are informed of what has happened, and how it has been dealt with.
 - Records of these discussions to be minuted and filed.
 - Failing face-to face discussion, parents/carers will be informed of any incidents by letter

5. Child Protection procedures will always be followed when concerns arise.
6. The role of witnesses and bystanders are valued in order to validate what has taken place from impartial points of view.
7. Supporting the Victim:
 - The school support the victim in many ways through school policy, the use of the FAB and Red Hat systems and the monitoring of children after an incident with TAs and lunchtime supervisors who then communicate information along the chain of line management. This is communicated to the parents through the class teacher. All incidents are followed up as a matter of routine by the Anti-Bullying Champion or Headteacher if necessary.

8. Supporting the Perpretrator:

The school will support the perpretrator of the bullying through the following ways as and when deemed appropriate for each individual pupil and dependant on the circumstances. These range from, regular counselling with the Behaviour Mentor / Anti-Bullying Champion, a behaviour contract, working with the parents to promote positive behaviour in school.

Recording of Incidents

Reported incidents of bullying can be recorded in the following ways –

- a) Teachers – who will then pass the information onto the Behaviour Mentor / Anti-Bullying Champion/ Senior Managment
- b) Lunchtime Supervisors – as above
- c) FAB group – who will record incidents in a book and then pass these onto the Behaviour Mentor / Anti-Bullying Champion

The Anti-Bullying Champion is responsible for coordinating the recording system and reviews all reported instances of bullying.

Monitoring

Trends and strategies are analysed for inclusion in the Headteacher's reports to governors.

Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year.

5. Policy Monitoring

The Staff and School Council review the policy

Annual initiatives reported to Governors

Liaison with parents

Data from the monitoring and recording scheme on the SIMS system

Policy to be reviewed October 2018