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, being cheeky
Cyber	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 & Responsibilties 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 FAB, School Council, PSHE, RE.
- 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 Teach 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 reported to lunchtime supervisors on duty by the FABs (yellow hats), who then pass this information onto Assistant Headteacher Mrs Aydin. This information of incidents in or out of class is to be recorded by Mrs Aydin on CPOMS.

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 / Assistant Head). 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 on CPOMS**.**

Confidential Reporting of Incidents

All children in the school are aware of Mrs Aydin is always available for them to talk to. They can also submit a confidential note informing of an incident of bullying that has occurred towards them.

Children can report to any adultif they feel they are being bullied. This information will then be passed on to the Assistant Headteacher Mrs Aydin.

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 Assistant Head, Arzu Aydin who's role it is to promote the anti-bullying ethos of the school. She will monitor the effectiveness of systems in place for reporting and resolving bullying in our school. She 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 will report incidents to Mrs Aydin verbally and ask them to write a statement
   - With all forms of initial reporting the incident is to be logged on CPOMS by Mrs Aydin

2. School expects to support all involved by:
   - Having a named person that will monitor the incidents of bullying in school (Mrs Aydin).
   - 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 or Mrs Aydin. All incidents are followed up as a matter of routine by the 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 Mrs Aydin Assistant Head 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 –

- Teachers – who will then pass the information onto the Assistant Head Mrs Aydin
- Lunchtime Supervisors – as above
- FAB group – who will report to the teacher / lunchtime supervisor on duty and then these will be passed to Mrs Aydin Assistant Head

The Assistant Head, Mrs Aydin 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 CPOMS system

CYBER BULLYING POLICY

Herrick Primary School believes that everyone in the school community has the right to learn and to teach in a supportive and caring environment without fear of being bullied. We are committed to helping all members of the school community to benefit from information and communication technology, whilst understanding its risks, and to equip children with the knowledge and skills to be able to use it safely and responsibly.

Aims

This policy aims to ensure that:
1. Pupils, staff and parents know about cyber bullying and its consequences;
2. We have the knowledge, policies and procedures to prevent and to deal with cyber bullying in school or within the school community;
3. We monitor the effectiveness of our procedures.

What is cyber bullying?

Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology. It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
It can take place across age groups and target pupils, staff and others.
It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
It can include messages intended as jokes, which have an upsetting effect.

Cyber bullying may be carried out in many ways, including:

Threatening, intimidating or upsetting text messages;
Threatening or embarrassing pictures and video clips via mobile phone cameras;
Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
Menacing or upsetting responses to someone in a chat-room, WhatsApp, Snapchat
Unpleasant messages sent during instant messaging;
Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook, Instagram, snapchatt)

In some cases this type of bullying can be a criminal offence

Prevention of Cyber Bullying - *Understanding and information*

- The Head will act, as an e-Safety Officer, to oversee the practices and procedures outlined in this policy and monitor their effectiveness.

- The headteacher will ensure that the school maintains details of agencies and resources that may assist in preventing and addressing bullying.
- A Code of Advice *(see Appendix 1)* will be developed and communicated to help pupils protect themselves from being caught up in cyber bullying and to advise them on reporting any incidents.
- Pupils will be informed about cyber bullying through curricular and pastoral activities.
- Pupils and staff are expected to comply with the school's <u>Acceptable Use Policy.</u>
- Parents will be provided with information and advice on cyber bullying.

Practices and Procedures

The responsibilities of the school and of pupils as set out in the Anti-Bullying Policy apply also to this policy.

Positive use of ICT will be promoted and the Acceptable Computer Use Policy will be kept under review as technologies develop.

CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT.

The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.

The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.

Confidential records will be kept of all cyber bullying incidents.

Responding to cyber bullying

Cyber bullying will generally be dealt with through the schools countering bullying policy. A cyber bullying incident might include features different to other forms of bullying, prompting a particular response. Key differences might be:

Impact: possibly extensive scale and scope
Location: the anytime and anywhere nature of cyber bullying
Anonymity: the person being bullied might not know who the perpetrator is
Motivation: the perpetrator might not realise that his/her actions are bullying
Evidence: the subject of the bullying will have evidence of what happened

Support for the person being bullied
As with any form of bullying, support for the individual will depend on the circumstances. Examples include:

Emotional support and reassurance that it was right to report the incident
Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
Advice on other aspects of the code to prevent re-occurrence
Advice on how the perpetrator might be blocked from the individual's sites or services
Actions, where possible and appropriate, to have offending material removed
Advice to consider changing email addresses and/or mobile phone numbers
Discuss contacting the police in cases of suspected illegal content

Investigation
The nature of any investigation will depend on the circumstances. It may include, e.g.
Review of evidence and advice to preserve it, for example by saving or printing (e.g. phone messages, texts, emails, website pages)

Efforts to identify the perpetrator, which may include looking at the media, systems and sites used. Witnesses may have useful information.
Contact with the Internet Watch Foundation / the Police / Safeguarding Children Board Officer if images might be illegal or raise child protection issues
Requesting a pupil to reveal a message or other phone content or confiscating a phone. Staff do not have the authority to search the contents of a phone.

Working with the perpetrator
Work with the perpetrator and any sanctions will be determined on an individual basis, in accordance with the Anti-Bullying Policy, with the intention of:

Helping the person harmed to feel safe again and be assured that the bullying will stop.
Holding the perpetrator to account, so they recognise the harm caused and do not repeat the behaviour.
Helping bullies to recognise the consequences of their actions and facilitating change in their attitude and behaviour.
Demonstrating that cyber bullying, as any other form of bullying, is unacceptable and that the school has effective ways of dealing with it.

Evaluating the effectiveness of counter bullying procedures
- Members of staff will report any incidents of cyber bullying to the Head teacher.
- The Head teacher will review any serious incident within three months of the school dealing with any reported cases and will ensure that an annual review of Cyber Bullying and the Anti-Bullying procedures are carried out.
- The review will take into account comments and suggested areas for improvement from staff and students, including input from the Herrick Management   Team.

<u>APPENDIX 1</u> - CYBER BULLYING CODE OF ADVICE

Three Steps to Safety
1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including phone numbers or passwords.
2. If someone insults you online or by phone, stay calm. Ignore them, but tell someone you trust.
3. "Do as you would be done by!" Think how you would feel if you were bullied. You are responsible for your behaviour - so don't distress other people or encourage others to do so.

If you are being bullied
It is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Don't reply, but do tell someone you can trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you seem frightened or angry it will only make the person bullying you more likely to continue.

Text / video messaging
- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your number (ask your mobile phone provider).
- Do not reply to abusive or worrying messages. You can report them to you mobile phone provider.

Email
- Never reply to unpleasant or unwanted messages.
- Don't accept emails or open files from people you don't know.
- Don't delete bullying emails – print them or save them as evidence in a separate folder.

Social networking sites, chatrooms and instant messaging
- Change privacy settings so you can choose who to be friends with and who can see your profile. Don't add anyone you don't know to your friend list.
- Don't use your real name in chatrooms.
- Never give out your photo or personal details, like your address, phone number or which school you go to.
- Don't post any pictures or videos you wouldn't be happy for your parents or teachers to see. Once they are online they can be copied and posted in other places where you can't get rid of them.
- Keep your passwords private and don't tell anyone, not even your best friend.
- To report suspicious behaviour online and to learn more about keeping yourself safe online visit www.thinkyouknow.co.uk

Always report bullying incidents. Not doing that allows the bully to continue. That's not good for the victims, for those who witness the incidents or for the bully, who may need help to change their antisocial behaviour.