



Anti Bullying Policy

Adopted: January 2018

To be Reviewed : January 2020

Anti - Bullying Policy

What is bullying?

At Huntingdon Primary School we define bullying as:

A persistent, deliberate attempt to threaten, hurt or frighten someone.

To children, we explain that a bully is:

Someone who likes to make others feel frightened, sad or hurt and keeps on doing it. Sometimes they do it on their own and sometimes they might gather a gang together to help them. A bully might try to make you too scared to tell an adult about what he or she is doing.

Bullying takes many forms. It can be short term or can continue over many years. It can be mental, physical or verbal. It can take the form of deliberate, purposeful, systematic action by an individual or group against another individual or group. It can be overt or subtle intimidation. It does not include occasional fighting or falling out between friends or equals.

Main aims

- To ensure that everyone at Huntingdon Primary School has an understanding of bullying and the forms it can take.
- To ensure that everyone involved in Huntingdon Primary School is aware that bullying in any form is not acceptable.
- To encourage everyone, including pupils, to report all incidents of bullying.
- To offer comfort and support to the victims of bullying.
- To confront bullies with the seriousness of their actions and offer support to help change their behaviour.
- To ensure a consistency of approach to all aspects of bullying.
- To seek the support and co-operation of parents and peers at all times.
- To take a zero tolerance approach to bullying at Huntingdon Primary School.
- For all children to develop a caring approach in the way they treat each other.

Preventing Bullying

We acknowledge that all areas of Huntingdon Primary School cannot be supervised all the time and that there are areas around the school grounds and times during the day when bullying incidents are more likely to take place. These are:

- The playground at break and lunch time.
- Toilets.
- Bushes, perimeter of the field and quiet areas of the school site.
- The field at lunch times.
- On the way to and from school.

Although these are not exclusive we must make all supervising adults aware of this policy and the procedures to follow.

Whole school systems for preventing bullying

Everyone at Huntingdon Primary School is committed to the establishment of an anti-bullying ethos.

In order to promote this ethos, class teachers:

- Display the definition and consequences of bullying in a prominent position in each learning space.
- Establish a communication system / 'Talkbox' to enable a child to contact their Class Teacher to discuss bullying issues.
- Follow the Cambridgeshire PSHE Scheme of Work. This includes activities which tackle bullying and aims to equip children with the skills to deal with a variety of situations.

In the playground the following systems are in place :

- Playleaders promote positive play
- Buddy Bus stops
- Peer mediators

Advice for adults dealing with a bullying incident

At all times:

Remain calm.

Be Patient.

Listen to both sides and establish facts.

Ask other children who may know about the incident.

Let other adults know what you are doing.

Record the details carefully using the Bullying Report Form (Appendix C) and ensure that the records are kept or passed on to the next level, i.e. Class Teacher, senior teacher and inclusion team.

When dealing with the bullying child

Discuss whether the bully was aware of actions

Discuss the effects of the actions on the Bullied Child.

Explain what will happen.

Record the incident using the Bullying Report Form and reassure that actions will be dealt with.

Ask for any witnesses.

When dealing with the bullied child

Do not dismiss the incident.

Advise child to be with friends whenever possible, tell an adult if it happens again.

Record the incident and reassure the child that action will be taken.

Ask for any witnesses.

The Traffic Light Approach (Appendix A KS1 and Appendix 2 KS2)

This system will be used throughout the school. It will be on display in each learning space so that all children and adults are aware of the consequences of bullying.

Once an incident has been established as bullying the following approach will be taken.

Punishment for the Bullying actions will need to be considered as this system does not look at punishments. Therefore, time in Reflection will need to be considered and the Reflection Book should record this.

1st incident – Green. Incident dealt with by Class Teacher. A Bullying Report log will have been completed. Parents not informed at this point. A copy of completed Bully Report log should be handed to the inclusion team after completion.

2nd Incident – Amber. Incident will be dealt with by the class teacher and senior teacher. A second Bullying Report log will have been completed. An informal monitoring system for the bullied child and perpetrator will be set up to ensure that everything is okay (on at least a daily basis for a period of no less than a week). This can be done by the Class Teacher, Senior teacher or Teaching Assistant.

3rd Incident – Red. Senior teacher will inform both sets of parents that bullying has occurred, explain incident and further consequences. Senior teacher will arrange for the parents of bullied child to meet with Class Teacher for the incidents to be discussed and to notify of what

steps the school will take to ensure that the likelihood of further incidents occurring is greatly reduced.

Senior teacher will call a group meeting involving Bully and parents, Class Teacher, Strategic Lead for inclusion Head / Deputy. See Appendix B for Purpose of Group Meeting.

If bullying continues, further support should be sought from the Strategic Lead for inclusion and external agencies.

Monitoring and Evaluation

The systems in this policy need to be monitored to ensure a consistency of approach and the effectiveness of the policy needs to be evaluated. The following table gives guidance as to when in the school year monitoring and evaluation should take place.

Aspect to be monitored	How	By whom	When
Consistency of approach by all staff	Observations in playground / classrooms, notes from meetings, copies of Bullying Report Forms submitted to the inclusion team after completion. Reflection Room book.	All Staff	Termly
Display of Bullying definition and Consequences	Observations, Team Meetings, Senior Management Team Meetings	SLT	Termly
Anti-Bullying Ethos	Assemblies Anti-Bullying Week PSHE sessions Pupil Survey Assertive mentoring	All Staff / Pupils, Inclusion team to analyse	Annually
Review of Policy	Staff Meetings Discussion, Governors Mtg	Head and Governors	Annually

Communicating this policy with the school community

This policy will be shared with the pupils of Huntingdon Primary School by:

1. Class Teachers referring to the Policy during appropriate PSHE lessons.
2. Class Teachers introducing the Bullying Traffic Light Display
3. Class Teachers introducing and referring to Talkbox communication system whenever appropriate.
4. The Head Teacher referring to the policy during relevant assemblies.
5. Information re external agencies displayed around school e. g. Childline
6. Website

This Policy will be shared with the parents of Huntingdon Primary School pupils by:

1. Reference being made to the Policy in the School Prospectus.
2. Class Teachers referring to it when appropriate.
3. A copy of the policy will be made available in the Front Entrance of the school to allow parents to read it.
4. The Head Teacher will explain the policy to all new parents.
5. A copy of the policy will be made available to any parent that requests it.
6. Information re external agencies displayed on parent notice board.
7. Website

Other policies, which relate to this policy, include the Behaviour Policy and Racial Harassment Policy.

Appendices

A Definition and Consequences of Bullying for Teachers.

Including KS1 and KS2 Traffic light approach

B Forms of Bullying and Specific Types

C Recognising Reasons why Children may Bully

D Recognising Signs and Symptoms

E Bullying Contract

Appendix A

Definition and Consequences of Bullying for Teachers.

To children, we explain that a bully is:

Someone who likes to make others feel frightened, sad or hurt and keeps on doing it. Sometimes they do it on their own and sometimes they might gather a gang together to help them. A bully might try to make you too scared to tell an adult about what he or she is doing.

The Traffic Light system of dealing with Bullying is as follows. These will form the basis of your display.

1st Incident – Green. Incident dealt with by class teacher. A Bullying Report Form log will have been completed. Parents not informed at this point.

2nd Incident – Amber. Incident will be dealt with by the class teacher and senior teacher. A second Bullying Report log will have been completed. An informal monitoring system for the bullied child and perpetrator will be set up to ensure that everything is okay (on at least a daily basis for a period of no less than a week). This can be done by the Class Teacher, Senior teacher or Teaching Assistant.

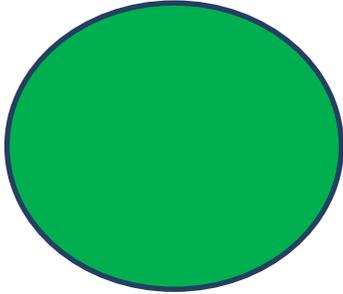
3rd Incident – Red. Senior teacher will inform both sets of parents that bullying has occurred, explain incident and further consequences. Senior teacher will arrange for the parents of bullied child to meet with Class Teacher for the incidents to be discussed and to notify of what steps the school will take to ensure that the likelihood of further incidents occurring is greatly reduced.

Senior teacher will call a group meeting involving Bully and parents, Class Teacher, Strategic Lead for inclusion Head / Deputy.

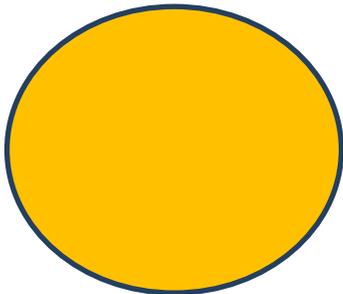
Traffic Light Approach to Bullying KS1

At Huntingdon Primary School we define bullying as:

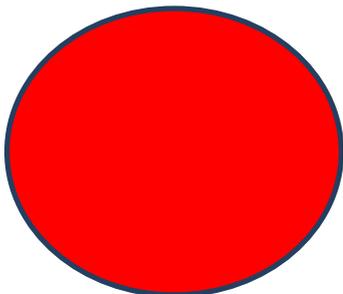
A persistent, deliberate attempt to threaten, hurt or frighten someone.



Class teacher to speak to child hurting others.
Teacher will make a note of what happened.



Child hurting others will be spoken to by class teacher and senior teacher.
Parents contacted.
Incident recorded.

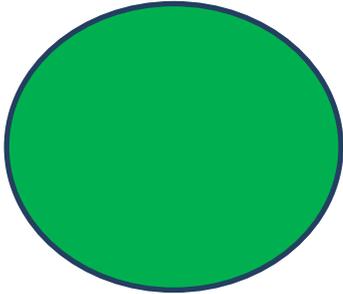


Parents of child hurting others and child being hurt informed.
Child hurting others and parents called to school.
Contract made between school and child hurting others.

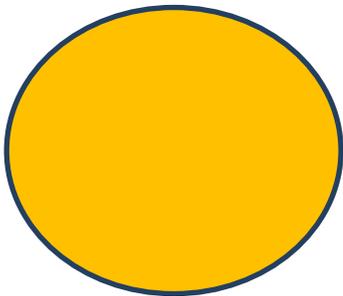
Traffic Light Approach to Bullying KS2

At Huntingdon Primary School we define bullying as:

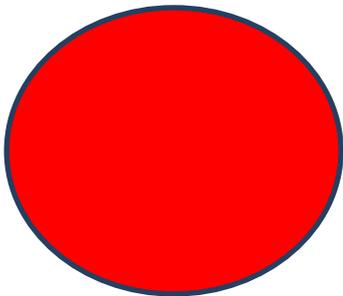
A persistent, deliberate attempt to threaten, hurt or frighten someone.



The person who has been bullying will be sanctioned for their behaviour.
The incident will be dealt with by the class teacher.
It will be recorded in case another incident happens.



The person responsible for the bullying will be sanctioned for their behaviour. They will be dealt with by the teacher and the senior teacher.
The person who has displayed bullying behaviour will be monitored to make sure they don't do it again and their parents will be contacted. The incident will be recorded in case another incident happens.



The person who has been bullying will be sanctioned for their behaviour. The senior teacher will inform the parents of the person being bullied and the person responsible for the bullying.
The person responsible for the bullying and their parents will have to come to school to talk to the class teacher, senior teacher inclusion team and the Head or Deputy Head. A contract will be made between the school and the person who has been bullying.

**Appendix B
Forms of bullying and specific types.**

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveler children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem.

Schools are advised to log all incidents of racist or faith-based, homophobic and disability-related bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying related to sexual orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to.

Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Bullying of young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a

refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist, sexual and transphobic bullying

Sexist, sexual and transphobic bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also become a target of bullying.

Appendix C

Recognising Reasons why Children may Bully

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Appendix D

Recognising Signs and Symptoms

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse / G.P. and the Child and Adolescent Mental Health Service.

I am sorry for what I have done and this is what I will do to make it better:

I will change my behaviour because	
I will:	I will not:
<ul style="list-style-type: none"> • Use kind words and compliments towards everyone. • Welcome and Include everybody when I can, no matter what they look like, what country they come from or what they believe in. • Use positive body language and gestures, e.g. wave, smile, encourage. • Mind my own business. • Always ask before touching someone's property. • Stick up for someone who is being bullied and tell an adult what is happening. 	<ul style="list-style-type: none"> • Use unkind words. Make racist comments towards other people. • Deliberately exclude people. • Use negative body language, e.g. nasty looks, nudging and whispering, pointing, turning my back on people, making racist noises. I will not physically hurt anyone. • Spread nasty rumours and get involved in things that don't concern me. • Touch other people's property without getting their permission first. • Join in with bullying or with racist comments, including standing by and doing nothing.
I WILL RESPECT EVERYONE	

DATE:

NAME:

SIGNED BY: (Parent/Carer and child)

Huntingdon Primary School

Bullying Log

Logging and Filing Information

This form should be completed within 24 hours of the incident/s being reported. Due consideration should be given to issues of confidentiality, including third part information.

SECTION A: ALLEGED BULLYING INCIDENT			
Target			
Name(s)	Age	Year Group	Class
Ethnicity	Gender M/F	SEN stage	
Home Language	Looked after child Y/N		
Member of staff to whom the incident was reported			
Date of incident			
Time of incident			
Location of incident			
Target's Account/Concern of parents/carers			
Alleged Perpetrator(s)			
Name(s)	Age	Year Group	Class
Nature of incident including details of any injury or damage to property, etc			
Circle any elements that apply:			
Race/religion/culture	Sexual/sexist/transphobic	Homophobic	SEN/disability
Home circumstances	Gifted/talented	Health conditions	Other
Parents of alleged target(s) informed:			
Date:		Time:	
SECTION B: ACCOUNTS OF THOSE INVOLVED			
Alleged perpetrator(s) account of the incident			
Bystanders/witnesses to the incident			
Name(s)	Age	Year Group	Class

Bystanders/witnesses' account of the incident
Parents/carers of alleged perpetrators informed: Date: _____ Time: _____
SECTION C: ACTION TAKEN
Details of immediate action taken
Monitoring of action taken and details of follow up and longer term action taken.

Racist, homophobic and disability related incidents

In Cambridgeshire, schools submit termly reports of racist, homophobic and disability related incidents electronically on the PRIDE website. The incidents include racist, homophobic and disability bullying. Schools can access their ID number and password for the PRIDE website by contacting Vivienne Lawson at CREDS on 01223 568841/568860 or vivienne.lawson@cambridgeshire.gov.uk

Name..... Role..... Date.....