HAMPDEN GURNEY
C of E PRIMARY SCHOOL

Hampden Gurney Church of England Primary School

Anti-Bullying Policy

“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.” Matthew 7: 7

Review date: February 2025

Hampden Gurney Primary School Anti-Bullying Policy

We strive for excellence within a caring and diverse community, nurturing the Christian faith, respecting each other, living, working and growing together as part of God's family.

1.0 Introduction

At Hampden Gurney Primary School, we believe that everyone has the right to feel safe, secure and respected within a caring, Christian environment regardless of gender, race or social circumstance. As a Christian community we are committed to living, working and growing together as one in God's family. We believe that it is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone understands it will not be tolerated. If bulling does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'telling' school - this means that anyone who knows that bullying is happening is expected to tell staff.

The purpose of this policy is to define bullying, to provide preventative strategies for both children and adults and to outline the consequences and sanctions for those who transgress.

This policy considers the DfE statutory guidance "Keeping Children Safe in Education" 2020.

2.0 Links with other school policies:

This policy links with several school policies:

- Behaviour policy
- Complaints policy
- Safeguarding policy
- E-safety and Acceptable Use Policies (AUP)

3.0 What Is Bullying?

Bullying can be defined as a repeated physical, psychological or verbal attack against an individual or a group of individuals by a person or group of persons, causing physical or psychological harm to the victim.
It is usually conscious and willful 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. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

When explaining bullying to children we use the acronym STOP: Several Times On Purpose.

Bullying can be:

- Physical
  Unprovoked assaults where the person being bullied is pushed, kicked, hit, punched or belongings are taken/damaged.
- Racist
  Racial taunts, graffiti, gestures
- Sexual
  Unwanted physical contact or sexually abusive comments
- Verbal

Name-calling, sarcasm, spreading rumours, teasing, insulting, racist or sexist remarks and the use of derogatory language

- Indirect
  When malicious rumours or stories are spread or the person is excluded, ostracised or rejected from the social or peer group
- Cyber
  All areas of the internet, such as email and internet chat room or social network, misuse
  Mobile threats by text messaging and calls
  Misuse of associated technology e.g. camera and video facilities
- Emotional/psychological
  When malicious rumours or stories are spread or the person is excluded, ostracised or rejected from the social or peer group. Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, religion, culture, special educational needs and/or disabilities, gender, sexual orientation, family circumstances, appearance, or any other feature of their lives that can be exploited to cause hurt.

3.1 Bullying is not:
It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes 'fall out' or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

3.2 Where does bullying happen?
Bullying can happen anywhere, in the classroom, dining hall, toilets or playground, residential visits or cyberspace. Bullying may also happen on the journey to and from school.

3.3 Why is it important to respond to bullying?
Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

4.0 Aims and objectives
4.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Pupils who are bullying need to learn different ways of behaving.

4.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

4.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

4.4 All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.

4.5 All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

4.6 As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

4.7 The school will not tolerate perpetration of a bullying incident in any form or by any method.

5.0 Signs and Symptoms

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. Perhaps the most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils. However, there are possible signs of bullying that school staff should be aware of and to which they should respond with enquiry.

Some possible signs of a child being bullied. He/she:

- 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 to truant
- 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 perform less well in his/her school work
- has clothes or belongings which are damaged or go missing
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- 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
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

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

6.0 LGBT (Lesbian, Gay, Bisexual and Transgender) and the Education and Inspections Act 2006 and Equality Act 2010

The Education and Inspections Act places a duty on schools to promote the safety and wellbeing of the children and young people in their care. This includes lesbian, gay, bisexual and trans young people, young people with lesbian, gay, bisexual and trans parents/carers, and young people experiencing homophobic, biphobic and transphobic bullying.

The public sector Equality Duty requires all schools in England, Scotland and Wales – including academies and Free Schools – to:

- Eliminate discrimination, including discrimination on the grounds of sexual orientation and gender reassignment
- Advance equality of opportunity
- Foster good relations between different groups of students

Schools must tackle all forms of homophobic, biphobic and transphobic bullying and take proactive steps to promote respect and understanding of lesbian, gay, bisexual and trans people and the issues that affect them.

There are many LGBT people in our community and we recognise the existence and damage of homophobia in society and amongst our community. We will not tolerate it in our school. We do not allow or support discrimination or prejudice or accept language or behaviour which is harmful or negative or less than respectful to any individual or group of people. We always respond in a consistent, clear and positive way in dealing with any and all kinds of homophobia or homophobic name calling in school. We will enable children to understand that there are a range of options and choices in people's sexuality and lifestyle and that our differences are valid and valued and recognised.
The governors will make sure that all gay, lesbian or bi-sexual pupils or the children of gay, lesbian or bi-sexual parents are not singled out for unfair treatment.

7.0 Child on Child abuse
Our school recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's Behaviour Policy and this Anti-Bullying Policy, but the safeguarding procedures set out in the school's Safeguarding Policy will be applied to any allegations where this harm involves sexual abuse, serious physical or serious emotional abuse that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

7.1 We will minimise the risk of peer-on-peer abuse by:
- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

7.2 The school recognises that children who harm others are likely to have considerable needs themselves and may be experiencing or have suffered significant disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

8.0 Sexual Harassment
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment.
- Sexual harassment is likely to:
- violate a child's dignity,
- and/or make them feel intimidated, degraded or humiliated
- and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names

- sexual “jokes” or taunting
- physical behaviour, such as:
- deliberately brushing against someone,
- interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation
- coercion and threats

8.1 The response to a report of sexual violence or sexual harassment
The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as outlined in the school’s Safeguarding Policy. As always, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

9.0 Procedure for children who are bullied

When children feel that behaviour towards them is either unpleasant or unacceptable they should use the 3-step approach. This approach will be taught to the children in assemblies, circle time and appropriate lessons in the curriculum.

Step 1: Hold up hand with palm facing other child/children say “Stop it” firmly.
Step 2: Say firmly, “I don’t like it when you do that.”
Step 3: Say firmly, “If you do it again, I will tell the teacher.”

Children who are the victims of alleged bullying must be able to tell a member of staff who will then put the procedures for dealing with it in place.

10.0 The role of the school
The primary role of the school is to uphold its school vision and the aims of this policy. In doing this, the school will:

- Have a zero tolerance towards bullying and harassment
- Highlight and encourage pro-social behaviour
- Be constantly alert to bullying
- Ensure that there is adequate provision for children at break times and lunch times
- Endeavour to create an environment that is attractive
- Monitor and record all incidents of bullying, and alleged bullying, using CPOMS and, where necessary
- Ensure that this policy is updated regularly
- Ensure that this policy is available to all members of the school community

- Ensure that there are adequate lines of communication
- Ensure that, where necessary, staff professional development includes training in dealing with bullying and anti-social behaviour
- Ensure that parents are kept informed of anti-bullying arrangements
- Ensure that children are involved in anti-bullying procedures through assemblies, the curriculum, the School Council and visual displays

11.0 The role of the governing body
The governing body supports the head teacher in all attempts to eliminate bullying from our school. It ensures that the school lives out its mission statement and the aims of this policy.

This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the effectiveness of the school policy regularly. The governors require the school to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

12.0 The role of the Head Teacher and the Senior Leadership Team (SLT)
It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Incidents of bullying will be recorded by SLT in CPOMS and the Head Teacher will present termly reports on bullying incidents to the Governors.

13.0 The role of adults in school
13.1 It is the role of all staff members to act as role models for students. They must also ensure that they send out a clear message that bullying will not be tolerated at Hampden Gurney Primary School.

13.2 Teachers endeavour to create an ethos and climate of consideration, tolerance and respect within their classrooms and the school environment by positively reinforcing and celebrating behaviour conducive to these features. They also create lines of communication and trust in which children are comfortable and secure in relating incidents of alleged bullying without fear of dismissal or reprisal.

13.3 All staff will respond calmly and consistently to all allegations and incidents of bullying at Hampden Gurney Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

13.4 The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents.

- Bullying allegations and incidents are reported to staff
- Staff will make sure the victim(s)is and feels safe
- Appropriate advice will be given to help the victim(s)
- Staff will listen and speak to all children involved about the incident separately
- The problem will be identified and possible solutions suggested
- Staff will attempt to adopt a problem-solving approach which will move children on from them having

to justify their behaviour
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the perpetrator that their behaviour is unacceptable
- A child who bullies is not following the school's values, therefore he/she will face sanctions in line with the school's behaviour policy.
- If possible, the pupils will be reconciled
- An attempt will be made, and support given, to help perpetrators understand and change their behaviour
- Parents will be informed and will be invited to come into school for a meeting to discuss the problem
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- Bullying incidents will be discussed regularly at staff meetings
- If necessary and appropriate, the Designated Safeguarding Leads in school, Social Services or police will be consulted

13.5 Teachers keep a record of allegations and incidents of bullying using CPOMS which are to be monitored regularly by SLT.

13.6 All adults should be vigilant and report any suspected incidents of bullying to the class teacher as early as possible. The class teacher will carry out the procedures outlined above. All staff should also act as role models and as mentors to whom victims of bullying can turn for support and advice.

13.7 Teachers and teaching assistants attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Almost three-quarters of all bullying of children in Primary school takes place outside the classroom i.e. on the playground and in areas used during break times. It is extremely important that all members off staff supervising these periods are observant for any signs of bullying or victims of bullying.

Staff encourage children to treat each other with kindness and respect and to share and involve each other in the variety of activities taking place. Activities should encourage positive socialisation and citizenship and be conducive to the school vision and the Christian ethos of the school.

14.0 The role of parents, guardians and carers

14.1 Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If parents feel that their concern has not been dealt with they should make an appointment to see the Deputy Head Teacher, and finally to see the Head Teacher. Should the concern remain, a parent should contact the chair of governors.

14.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

14.3 Parents must take time to listen to their children and to discuss school with them. They must act as role models to their children in the way in which they deal with others and their own attitudes towards issues such as gender, race, sexuality and physical difference. Parents must also make every effort to support the mission statement of the school and to enhance its Catholic ethos.

14.4 Procedures for Parents, Guardians and Carers:

- Talk to their child and establish that the behaviour is persistent and not a one-off incident
- Ensure that their child understands not to retaliate

- Make their child feel secure
- Help their child to try to deal with the problem himself/herself and remind them to use the 3-step approach (see paragraph 4.0)
- Contact the class teacher and arrange a meeting to discuss the issue
- Work with the school and, if necessary, continue to liaise with the class teacher until a solution is achieved