

# **Anti-Bullying Policy**

## **Harefield Infant & Junior Schools**

Updated Jan 2024. Review Jan 2025.

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## Introduction

At Harefield Infant & Junior Schools, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

Underpinning our approach to safety and well-being are our 4 core values of happiness, compassion, respect and teamwork. We try to educate our pupils into demonstrating these core values in all that we say and do at Harefield.

Chart 1A	Our Core Values				Reward
	Happiness We spread joy to those around us.	Compassion We care and are kind to others.	Respect We treat others as we want to be treated.	Teamwork We work well with everyone.	<u>House points</u>
<b>Good Band 1</b>	I smile.	I look after others.	I use polite language and good manners.	I can take turns.	1
<b>Very Good Band 2</b>	I cheer others up.	I notice when someone is upset.	I stop, look and listen when others are speaking.	I can share with others.	5
<b>Excellent Band 3</b>	I praise others.	I do kind things for others.	I can follow instructions straight away.	I work with others to complete a task.	10
<b>Outstanding Band 4</b>	I give to others.	I act when someone needs help.	I can think about how my actions affect others.	I can resolve a disagreement	20

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In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Harefield Infant & Junior Schools, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the school DSL who if appropriate will refer to the Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

### **Principles**

It is the responsibility of the governing body and the Executive Head Teacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing 'respect for others resulting from active listening, trust and honesty' (Vision, Aims and Values).

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Harefield Infant & Junior Schools. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships

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- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

### **Aims**

- We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.
- We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

### **Bullying Definition**

At Harefield Infant & Junior Schools, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games;
- Bullying usually happens when the relationship is imbalanced;
- Bullying is usually on-going.

### **Types of Bullying**

#### Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

#### Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

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## Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

## Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual.

## **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

## **Code of Conduct**

- Our School Code of Conduct is based on the Rights of the Child. We teach; about, through and for the Rights of the Child in all we do.
- We teach that all children have the right to feel safe in school and regularly promote the Rights of the Child through assemblies, work in class and displays.
- It is the duty of every member of staff to protect the best interests of all children and to prevent any forms of bullying.
- Teachers remind their class at the beginning of the school year and throughout the school year about appropriate behaviour in school. Through our class charters and school values.

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Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

- Be kind, helpful and polite to others.
- Be respectful of others; their opinions, feelings and property.
- Respect everyone's right to speak and to be heard.
- Work quietly to avoid disturbing others.
- Care for the school environment and those in it by being tidy, clean and organized.
- Use materials and equipment wisely and safely.
- Move around the school and grounds safely and sensibly.

### **Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

### **Listening to Children**

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child.
- Take them seriously.
- Show empathy.
- Let the child know it's not their fault.
- Avoid stereotypes.
- Reassure them they were right to tell you.
- Follow our procedures for reporting concerns.

### **Remember**

- Bullying can have a huge negative impact on children – in the short and long term.
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable.
- Report and concerns you have.

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- Take prejudice-based bullying seriously and listen to children affected by it.
- There can be more than 2 people involved – look for defenders and ring leaders when considering bullying.

### **Responding to Bullying**

All cases of alleged bullying should be reported to the Head of School/Assistant Head Teacher or senior member of staff.

- In any case of alleged bullying, either the Class teacher, the Head of School, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the Head of School (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.
- We always try to support the victim by developing their resilience.
- All bullying incidents must be recorded. Parents of both parties should be informed.
- If the situation does not improve, the Head of School (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

### **Signs of Bullying**

- Staff should be vigilant in looking out for signs of bullying or other child protection issues including:
- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.