



Anti-Bullying Policy

***In conjunction with our Safeguarding & Child Protection Policy
PSHE Policy and Relationship, Behaviour & Discipline Policy***

Adopted by Hunslet Moor Primary School Governing
Body: September 2022

Reviewed: September 2023

*Updated September 2023 in line with Child Protection
Policy & Relationship, Behaviour & Discipline Policy*

Next Review: September 2025

Anti-Bullying Policy

This policy is to be operated in conjunction with the Safeguarding and Child Protection Policy, PSHE Policy and the Relationship, Behaviour & Discipline Policy

Our Mission Statement: *Aiming for Excellence: Unlocking Every Child's Potential*

Introduction

In line with the Equality Act 2010, and the Public Sector Equality Duty, staff at Hunslet Moor are determined to provide a happy and secure environment in which children thrive and develop intellectually, emotionally, spiritually socially and physically, thus making a positive contribution to their community and help them to become active contributing citizens.

Most cases of pupils hurting other pupils will be dealt with under our school's Relationship, Behaviour & Discipline and Anti-Bullying policies, however the Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns.

The Vision

The vision for our school is:

- To become a high achieving learning community that will meet the needs of all pupils and their parents; and
- To help pupils, teachers, parents and Governors recognise and achieve their full potential.

This is realised through our school aims:

- To nurture respectful, responsible children who reach their full potential, including pupils with special educational needs and disabilities.
- To create an environment where every child is able to achieve, develop their self-confidence and nurture their self-esteem, whatever their starting point.
- To create a place of learning that encourages a healthy lifestyle, good behaviour and high expectations, and achievements.
- To create an environment where children feel safe and secure from bullying, and any form of discrimination, and a place where they are assured of strong support from staff should they ever feel threatened.

“Bullying in any form is always unacceptable.”

Bullying

The antibullying alliance defines bullying behaviour as: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’ Usually, in confirmed cases of bullying, one party feels more powerful than another. We discuss what bullying is and as well as the incidents we would not describe as bullying with all pupils through assemblies and PSHE lessons.

TYPE OF BULLYING DEFINITION	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: Racial or Faith-based, Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, sexual comments or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online-bullying	Bullying that takes place online, such as via text, through social networking sites, messaging apps or gaming sites

Signs of Bullying behaviour:

Staff should be vigilant in looking out for signs of bullying and other child protection issues including:

- Physical- cuts and bruises, scratches, damaged clothes, bed wetting, missing school items
- Emotional- losing interest in school, being withdrawn or secretive, unusual displays of temper and refusal to say they are unhappy, higher level of anxiety and mood swings
- Behavioural- taking longer to get ready at home, asking for more money, sudden changes in behaviour and mood, not wanting to go to school

Bullying behaviour 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. We teach children about this in a variety of ways.

What do we do as a school to prevent bullying behaviour?

- Using assemblies to talk about bullying and give out key messages about how we expect all members of our school community to treat each other with **respect**.
- Taking part in Anti-Bullying Week.
- Daily whole class check-in sessions where children have the chance to discuss how they feel.
- Constantly reviewing all behaviour incidents this includes bullying type behaviours, which is analysed by daily/weekly CPOMS reports, termly behaviour and safeguarding reports and the head teacher's report which is shared with the governing body.
- Ensuring that there are clear links between personal, social and health and economic (PSHE) education, citizenship, religious education and other curriculum areas.
- Lessons, as part of our curriculum, discuss bullying, falling out and appropriate, courteous behaviour.
- School, classroom and playground rules make clear the behaviour we expect, and our use of rewards and sanctions.
- Recognised the importance of the physical organisation of our school and the organisation of breaktimes and lunchtimes. This includes staggered lunchtimes, additional staff on the playground, nurture lunches and ensuring that SLT and pastoral staff are available to all children during these times.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Providing staff with anti-bullying and de-escalation training.
- Awarding pupils "DREAMS" currency when they are getting it right.
- The use of behaviour learning objectives at the start of each lesson to prompt positive behaviour (teaching the skills values and attribute we want to see).
- Adults modelling respectful language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/ or abusive language and praising kind, respectful and compassionate behaviour
- Drop-ins for vulnerable children from the Pastoral Team to ensure that all children not only are safe, but feel safe in school.
- Lunchtime and after-school clubs.

- Pastoral weekly meetings, analysing and cross-referencing behaviour concerns/ staff concerns and parent concerns.
- Parents' evening stand to share knowledge and understanding of our policy.
- Staff involved in twice weekly briefing where clear messages can be shared among staff to support any information needed to ensure all children are, and feel safe.

What do we do as a school when bullying is alleged?

Parents can be assured that the school takes all allegations of bullying behaviour very seriously. Our priority will be to support those being bullied and to stop the bullying. It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose, knowing it would cause physical or emotional hurt?
- What was the actual hurt suffered?
- How many incidences of alleged bullying have there been?
- How long has the bullying been going on?
- Is there a power imbalance either by age, physical size, numbers or repetition?
- Have those involved also bullied other pupils?
- Was there any provocation?

Roles and Responsibilities

Pupils, parents and all staff at Hunslet Moor take a shared responsibility for promoting respectful behaviour. We will:

- Talk to someone if we feel worried, upset or concerned about anything.
- Report any of my worries or concerns to the school following the correct channels, e.g. informing the class teacher or a member of SLT
- Share any reports of bullying with the appropriate staff.
- Treat all members of our school community with respect.

Investigating Bullying Concerns at Hunslet Moor Primary School.

Our initial action is to establish if bullying is founded. We do this by:

- Listening to the adults /child's concerns.
- Speak with other adults and children.
- Ensuring all children's /adults feelings are validated and respected.

Full investigation to take place using the 'Bullying Investigation Form' to establish if bullying is founded.

Staff member to liaise with pupils, parents/careers /phase leader /class teacher throughout the investigation:



Founded Bullying

Recorded on CPOMS as bullying.
(SLT only)

Bullying incident log completed this will be working document and will include:

Supportive actions for all involved.

Summary of incident including dates and times.

Parental involvement.

Record of review and follow up work.

After an incident has occurred:

Parents will be kept informed by regularly meetings or phone calls by the Headteacher or Deputy Headteacher.

Preventive work will be carried out within the class setting.

Restorative conferences will be done within school with the key individual or groups of children

Unfounded Bullying

Recorded on CPOMS as unfounded bullying.

Supportive actions and regularly check-ins with pupils.

Feedback to parents with strategies to support pupil if needed.

A clear understanding between all involved why this was founded bullying. Ensuring that child's feelings are not dismissed.

After an incident has occurred:

Parents will be kept informed by regularly meetings or phone calls by the Headteacher or Deputy Headteacher.

Preventive work will be carried out within the class setting.

Continue analysing/monitoring CPOM logs.

Check ins with the child/parents

Possible actions school may take depending on seriousness of the bullying.

The school uses the following sanctions for bullying incidents once a clear and fair investigation has taken place. These will be discussed on a case-by-case basis linked to both children's need:

- Loss of privileges within school.
- Expectations that require children to treat others with respect and care.
- Revised or withdrawal from playtimes/ lunchtimes and support by key staff members.
- Excluded from after-school clubs.
- Internal exclusion within school but away from personal class.
- Formal Exclusion from school.
- Involvement from outside agencies, for example PSOs and St Giles.
- Friendship groups
- Self-esteem groups
- Risk assessments

- Personalised SEN documents

All sanctions will be clearly defined and share with staff, pupils and parents involved in the incident. Actions will be followed through and then monitored.

Monitoring and Evaluation of this Policy

All aspects of behaviour are documented and reviewed daily. Each half term, there is a comprehensive analysis of trends in behaviour, including any reported founded incidents of bullying. This analysis includes the different types of bullying and the actions taken to address any incidents.

Key outcomes of behaviour including bullying are shared in the termly Headteacher's Report to Governors. Key outcomes are further critiqued at Pupil Support Committee meetings each half term.

This policy and our practice are reviewed following any critical incident, as required. It is also reviewed annually by all stakeholders, including parents.

The Governing Body will monitor this policy's effectiveness through the Headteacher's Report. They will take into account comments from parents and their own perceptions when visiting school.