



Anti-Bullying Policy

Written by:	Joel Hann	
Approved by:	Laura Cowan	Date: Jan 2022
Last reviewed on:	New policy	
Next review due by:		

Introduction

At Queen's Hill Primary School, 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. 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 Queen's Hill Primary School, 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 their Local Authority's safeguarding team.

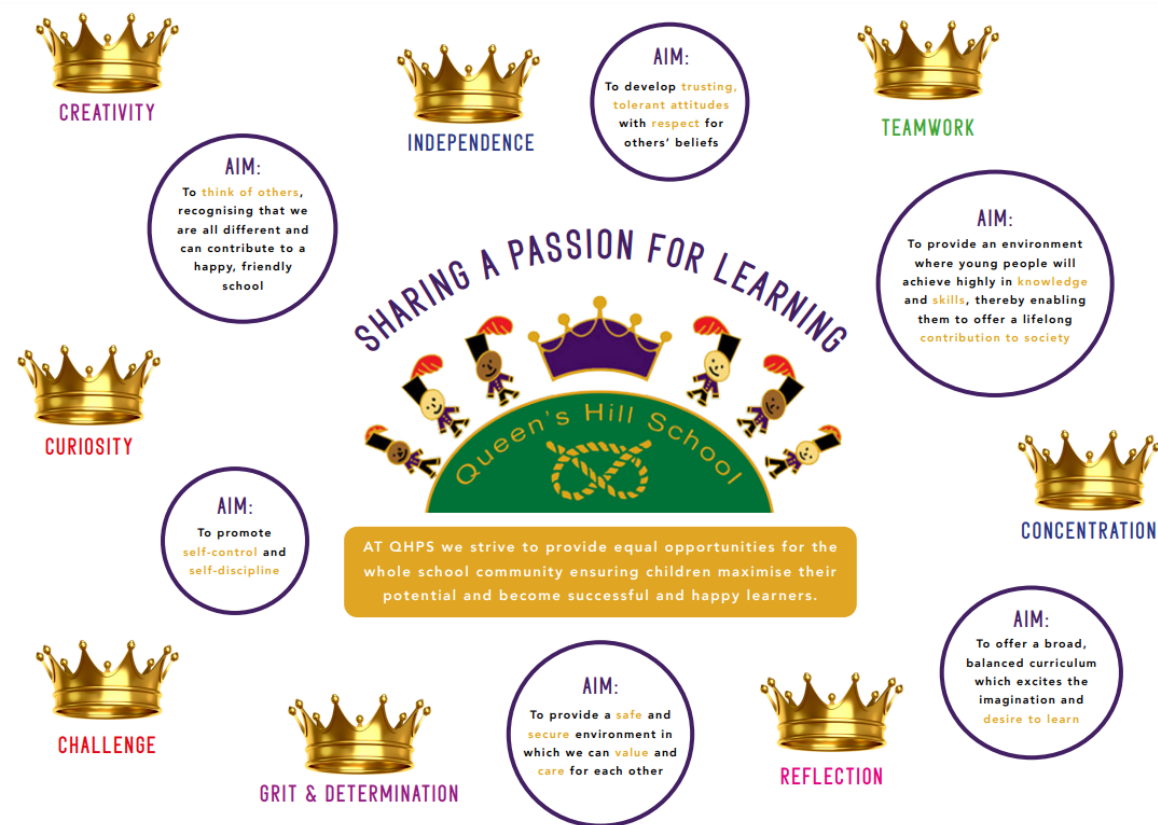
This policy also has regard to the following guidance and advice: Keeping children safe in education (DfE, September 2021); Cyberbullying: advice for head teachers and school staff (DfE, November 2014); Sharing Nude and Semi-Nude Images and Videos Guidance, UK Council for Internet Safety, 2020; Working together to safeguard children (DfE, July 2018); Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018); and Searching, screening and confiscation: advice for schools (DfE, January 2018).

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 Head teacher to ensure that all members of the school community work within a safe and enabling environment.

Our principles are underpinned by our school aims and values:



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 Queen's Hill Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and learning time. 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.

Homophobic Bullying

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

Harmful sexual behaviours

This includes sexual harassment and sexual violence. sexual harassment refers to the unwanted conduct of a sexual nature that can occur online and offline. sexual violence refers to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

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 Curriculum Day' 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 on a bi-annual basis. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Code of Conduct

Our school's behaviour policy revolves around the key principles of children being

- Safe
- Ready
- Respectful

This is instilled in our pupils through daily language, displays and correspondence with parents.

Behaviour Policy

Our Behaviour Policy is underpinned by a restorative approach to conflict. It includes rewards and sanctions which are used consistently, to prevent inappropriate behaviour, and promote positive behaviour.

Reporting concerns

Pupils

A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways.

They can:

- Inform their parents, class teacher or any member of staff or volunteer at the school or responsible older pupil.
- contact Childline (0800 1111).

Parents

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 they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school website and available at school.

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

Staff

A member of staff or volunteer who learns of alleged bullying behaviour should:

- Respond quickly and sensitively by offering advice, support and reassurance to the alleged victim
- Listen carefully and keep an open mind
- Not ask leading questions
- Reassure the child but not give a guarantee of confidentiality
- Report the allegation to a member of the SLT as soon as possible

If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's safeguarding and child protection policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.

Responding to Bullying

All cases of alleged bullying should be reported to the Head teacher or senior member of staff.

In any case of alleged bullying, either the Class teacher, the Head teacher, 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 teacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together, taking into account the age and stage of development of the children concerned (See Behaviour policy for further guidance).

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.

All bullying incidents must be recorded. If the situation does not improve, the Head teacher (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.

We have a responsibility to support victims of bullying and make appropriate provision for their needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, guidance from counsellors, engaging with parents, referring to local authority children's services or to Child and Adolescent Mental Health Services (CAMHS)

At all times members of staff must take into consideration the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed.

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.