



Hinckley Parks Primary School



Date Ratified: September 2019

Review Cycle: 2 yearly

Review Date: September 2021

Opportunities | Wisdom | Legacy

Our school vision is based on our school motto, 'Opportunities, Wisdom, Legacy.' At Hinckley Parks Primary School, we strive to provide an inspiring and exciting wider curriculum together with a stimulating learning environment which will allow children the opportunity to enjoy a wide range of experiences which will develop the whole child and prepare them for the next stage of their lives. We recognise that education is a life long journey and ensure that we support children and teachers at all times to ensure that we provide the highest standard of teaching and learning possible for all children. Through our school values, we help each child develop knowledge and understanding as well as having a positive attitude towards themselves and others to enable them to enjoy a successful life in school and to allow them to make a positive contribution to society in the future. We celebrate success and achievement for every child and pride ourselves on developing a culture where children and adults look back fondly on their time spent at Hinckley Parks Primary School.

Leader: D Harding

Governor Link: Urni Wallace

Signed by Headteacher:

Signed by Chair of Governors:





ANTI-BULLYING POLICY

Contents	
Document Summary	2
Who was involved with the development of this policy?	2
Who should read this policy?	2
What is the purpose of this policy?	2
What is the scope of this policy?	3
How will the school community be consulted as to whether the policy is working?	3
Introduction	3
Definition and Types of Bullying	4
Defintion of Bullying	4
Types of Bullying	4
Reporting and Responding to Bullying	4
Statutory Duty of Schools	4
Implementation	4-5
Lunchtime Supervision	5
Proactive and Reactive Strategies	5
Proactive Strategies	5-6
Reactive Strategies	6
Dealing with Extreme Cases	6
Appendix 1: Child Friendly Anti-Bullying Leaflet	7
Appendix 2: Anti-Bullying Leaflet for Staff	8-9



ANTI-BULLYING POLICY

Document Summary

It is a Government requirement that all schools have an anti-bullying policy. In 2012 the DfE published *Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies*. This policy reflects this guidance of the Equality Act 2010. Promoting equality of opportunity for disabled people and working to eliminate disability harassment, unlawful discrimination and harassment and promoting equality of opportunity for all regardless of age, gender / transgender, disability or background.

DfE guidance defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Who was involved with the development of this policy?

- Governors Anti Bullying Working Group: including Community Governor Parent Governors
 - Associate Governor / Midday Supervisor
- School Council Pupils
- School Council Co-ordinator (member of teaching staff)
- Head Teacher
- Schools Healthy Schools Co-ordinator (member of teaching staff) Leicestershire County Council

Who should read this policy?

This policy should be read by anyone with an interest in the welfare of the children attending Hinckley Parks Primary School either in a teaching, pastoral, parental, guardian, caring or governor role. The policy is available via the schools website.

The child friendly version of this policy (see Appendix 1) will be made available to all children at school and all other interested parties.

What is the purpose of this policy?

The purpose of this policy is to prevent acts of bullying against any of the children in the care of Hinckley Parks Primary School and to recognise a cry for help from a child.

What is the scope of this policy?

This policy covers Hinckley Parks Primary School's definition of bullying along with the actions and behaviours that may indicate bullying. It also covers the process and procedures that are put into place in order to prevent acts of bullying or to deal with any incidents that may occur.



ANTI-BULLYING POLICY

How will the school community be consulted as to whether the policy is working?

- Parent questionnaire incorporates safeguarding questions, which will be distributed on a bi-annual basis. Parents will be given a summary of the outcomes
- Questionnaire on bullying given to children on an annual basis
- Anti-bullying remains on the School Council agenda as a general concern and one that children can approach the council about at will

1. Introduction

- 1.1 Pupils at Hinckley Parks Primary School will be educated in an environment, which promotes high standards of teaching and learning.
- 1.2 In order to achieve a good working environment, our school expects high standards of behaviour throughout the school day. When pupils have problems they must feel confident to tell an adult and know what action will be taken.
- 1.3 Bullying is the planned desire to hurt, upset, threaten or frighten someone else repeatedly. Bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated. Only when issues of bullying are addressed will all pupils be able to fully benefit from the opportunities available at school.
- 1.4 Doing nothing is the worst reaction to being told about bullying. It causes the victims more pain, without resolving their problems and may suggest tacit approval to the bully. Everyone at Hinckley Parks Primary School is committed to ensuring that all who meet and work on our school premises will feel safe and secure.
- 1.5 All staff within school will be issued with a guidance handout (Bullying Leaflet for Staff) (see Appendix 2) relating to recognising a cry for help and dealing effectively with any child who has reported an incident. All staff are committed to ensuring that all pupils feel safe at school and that their concerns are being addressed and validated.
- 1.6 It is recognised that the Head Teacher and Governing body have a statutory responsibility for school behaviour and discipline, but that all members of the school community accept collective responsibility for the successful implementation of this policy, including the pupils themselves.

2. Definition and types of Bullying

- 2.1 Bullying is present to a greater or lesser extent in all institutions. All members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a person's self esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances.

Equally the whole school community and bystanders have a duty to be mindful of situations and to act in line with this policy.

Our school's definition of bullying is:

The repeated or long-term exposure of the victim to verbal or physical attack or social ostracism perpetrated by an individual or group towards a pupil or member of staff.



We explain this to the children as 'STOP' (Several Times On Purpose)

2.2 Types of Bullying

Bullying can be, but is not limited to:

Physical: Hitting, kicking, stealing, hiding belongings, anything physically unpleasant

Verbal: Name-calling, insults, religious taunting, offensive remarks, teasing, using language, which is threatening, coercive, racist, sexist, homophobic. This includes attacks on non-English speakers, SEN pupils and those with a disability

Indirect: Spreading rumours or stories, graffiti, threatening or obscene gestures, inciting others to be unkind, excluding, isolating or ignoring another pupil

Extortion: Taking a pupils money or possessions against their will

Cyber: All areas of the internet such as email and internet chat room misuse, mobile phone threats by text messages or calls, misuse of associated technology i.e. camera and video facilities

3. Reporting and Responding to Bullying

3.1 Statutory Duty of Schools

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

3.2 Implementation

Within school we actively promote a culture where children can 'tell' in a supportive environment, without fear of reprisals. We use SEAL (Social and Emotional Aspects of Learning) to help promote this philosophy. We are committed to the creation of positive and safe learning environments for all.

If any child feels concerned about any issue they can approach any adult or trusted friend in our school to report the incident.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Head Teacher for logging in the incident book kept in their office which all staff can view
- The Head Teacher will interview all concerned and will record the incident
- Class Teachers will be kept informed
- Parents will be kept informed
- Consequences and sanctions will be used as appropriate and in consultation with all parties concerned
- Proven bullying incidents will be logged



ANTI-BULLYING POLICY

4. Lunchtime Supervision

All supervisory assistants will monitor children's behaviour. They will have clear instructions to report all incidents of bullying to the Midday Supervisor, who will either:

- Deal with the incident personally
- Report the incident to the Class Teacher, who will take action to deal with the situation and note on the incident record
- Report the incident to the Head Teacher, who will take all appropriate action

If the situation is very serious the Head Teacher will be informed immediately. An incident sheet will be completed with copies to the Head Teacher, Class Teacher and pupil's file.

5. Proactive and Reactive Strategies

5.1 Proactive Strategies

Our school's proactive strategies include, but are not limited to:

- We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed
- The issues of bullying will be raised annually in order to maintain awareness of the issue through school assemblies, the SEAL module: 'Say no to bullying', participation in the national Anti Bullying Week and as an integral part of our PSHCE curriculum
- This policy will be discussed with all pupils and made available to parents on request. This is to ensure that all pupils understand the school's policy of zero tolerance of bullying and their role in making it a success
- A pupils' version of the policy will be made available in the classrooms (see appendix one)
- The School Council will include bullying as an agenda item regularly
- Bullying will be addressed throughout the year within the PSHCE curriculum
- On a daily basis numerous, structured, lunchtime activities for all pupils to participate in will be provided
- Anti-bullying training for Governors and relevant staff
- Become actively involved in new anti-bullying initiatives and strategies as they are made available
- Incidents will be logged and monitored on a termly basis by the Head Teacher. The information will be given to the Governing body each term as part of the Head Teachers Report and shared with members of the teaching staff as and when deemed appropriate

5.2 Reactive Strategies

Our school's reactive strategies include, but are not limited to:

- The first time a pupil is caught they will be issued with a verbal warning
- The second time, a further warning will be issued. A suitable punishment will be implemented e.g. missing a playtime
- If there are further incidents a telephone call will be made to the parents of the bully and the victim



ANTI-BULLYING POLICY

- Following any subsequent incidents, the parents will be asked to come into school to meet with the Head Teacher or Deputy Head Teacher with the pupil present. Ground rules will be laid down (a behaviour 'contract') and this will be explained to the parent and pupil. A further punishment will be issued, for instance exclusion from non-curricular activities or being kept away from pupils at lunchtime and playtimes for a longer period.

6. Dealing with Extreme Cases

- 6.1 Extreme cases, for instance if a serious act of violence is committed against a pupil, may result in exclusion from school. In these cases the school will follow the LA's Exclusion Policy.
- 6.2 In all cases both the bully and the victim will have the opportunity to explain what happened and will be offered future support as necessary. Witnesses will be interviewed separately. The member of staff dealing with the incident will make notes of what was said and by whom. These will be passed on to the Head Teacher or Deputy Head Teacher as appropriate. A phone call may be made to explain how the school has dealt with the issue, or a parent may be told at the end of the school day when they come to collect their child. Full records of all conversations, comments and actions taken will be kept on file.

Date: September 2019

Policy	<i>Anti-Bullying Policy</i>
Reviewing Committee	<i>Full Governing Body</i>
Last Reviewed	
Ratified by Governing Body	



ANTI-BULLYING POLICY

Child Friendly Leaflet

Appendix 1

If you are being bullied:

DO

- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Act as though you don't care what they say or do.
- Remember it is NOT your fault and you are NOT alone.

DON'T

- Do what they say.
- Look upset or cry.
- Get angry.
- Hit them.




What should I do if I see someone else being bullied?

- Don't walk away and ignore the bullying.
- Let the bully know what is happening.
- Tell the bully to **S.T.O.P.** if it is safe to do so.
- Don't stay silent or the bullying will keep happening.

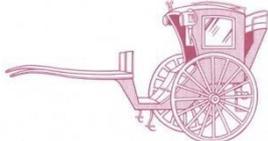
The Leicestershire Anti-bullying Team's Aims:

- We will all work together to **S.T.O.P.** bullying.
- We want our schools to make everyone feel safe and happy. Bullying can make people feel frightened and unhappy.
- To deal with bullying in schools, we will help everyone:
 - * To get on well together
 - * Respect and understand each other
 - * To believe that everyone has the right to be who they are.

Leicestershire Anti-bullying Team

Safeguarding and Improvement Unit
County Hall
Glenfield
Leicester
LE3 8RF

Phone: 0116 305 7570
Fax: 0116 305 7548

PRIMARY SCHOOL

Child Friendly Anti-bullying Policy



www.beyondbullying.com

Leicestershire Anti-bullying Team

Telephone: 0116 305 7570

What is bullying?

At Ratby Primary School a bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person.



Bullying Can be ...

- Emotional
- Verbal
- Racist
- Gender
- Cyber
- Physical
- Homophobic
- Through a 3rd person

Emotional: Hurting people's feelings, leaving you out, being bossed about.

Physical: Punching, kicking, spitting, hitting, pushing.

Homophobic: Calling you gay or lesbian.

Through a 3rd person: Sending a friend with horrid messages.

Verbal: Being teased, name calling, hand signs

Racist: Graffiti, calling you racist names.

Sexual: Rude comments, touching you when you don't like it.

Cyber: texts, e-mail.

When is it bullying?

SEVERAL TIMES ON PURPOSE

What your school can do to help?

They should always treat bullying seriously.

They should try to find a way to make it **S.T.O.P.** so that you can feel safe and happy in school.

Who can I tell?



What should I do if I am bullied?

STOP TELL OTHER PEOPLE STAMP OUT BULLYING!



Anti-Bullying Advice for Staff, Lunchtime Supervisors and Volunteers

Bullying will always be investigated and acted upon for the following reasons:

- ✚ To ensure the safety and happiness of all.
- ✚ To help children to do their best.
- ✚ To create good examples for children to follow.

How to recognise a cry for help

Children often give very few clues about being bullied. They may simply complain about being called names, being picked on, or being left out. A sympathetic response is not always enough. Members of staff need to enquire whether this sort of thing has happened before, how often, and over what period. Skills of “active listening” need to be employed.



- Items of clothing, property, school work, etc that are damaged or lost more often than you would consider to be normal.
- Frequent injuries to the child (bruises, cuts, etc).
- The child who becomes withdrawn and is reluctant to say why. The child appears tired all the time.
- Educational attainment being slowly or suddenly reduced.
- A reluctance to come to school, unusual poor attendance
- Schools may notice a child who always stayed for lunch no longer does so.
- Depression in the child. Reluctance to eat or play normally. Youngster appears generally unhappy, miserable, moody and/or irritable. Possibly tearful.



Reactive Strategies

- Discuss bullying in class so that the children can talk about it. Use language work to explore feelings
- Use drama or role-play about bullying as part of the curriculum
- Ensure that all pupils and parents know that the school cares about bullying and will take action
- Ensure the pupils and parents know whom they can talk to (class teacher, head teacher or trusted adult)
- Discuss friendships, how playtimes are spent Reassure victim that there is nothing wrong with him/her
- Advise him/her to play where there are trusted people about
- Should bullying reoccur, steps should be taken inline with the school policy on anti- bullying
- Break up group dynamics by assigning places to sit in class, extend friendship networks. Raise selfesteem and assertiveness through activities





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It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Our school's definition of bullying for parents and staff is:

The repeated or long-term exposure of the victim to verbal or physical attack or social ostracism perpetrated by an individual or group towards a pupil or member of staff.

We explain this to children that a bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person or as 'STOP' (Several Times On Purpose) depending on the age and maturity of the child.

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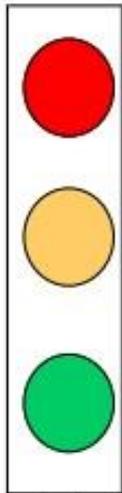
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- Look upset or cry.
- Get angry.
- Hit them.



Who can I tell?



What should I do if I am bullied:

- S** TOP TART
- T** ELLING
- T** HER
- P** EOPLE

