

Anti-Bullying Policy



Introduction

At Hallaton 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 Hallaton 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 is closely linked with our Behaviour Policy, our Child Protection Policy, our 5Rs, Christian and British Values.

Principles

It is the responsibility of the governing body and the Headteacher 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' These 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 Hallaton Primary School. 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;
- 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 Hallaton Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHCE 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.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against the LGBTQ+ community.

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 part of the LGBTQ+ community.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHCE 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 information and booklets are given to parents. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Our 5Rs, Christian and British Values

Are regularly promoted in collective worship and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our expectations for everyone at the school are to follow the Hallaton Way:

<h3 style="color: red;">The Hallaton Way</h3> <p style="font-size: small;">We show our 5R's: <i>We are Responsible, Respectful, Reflective, Resilient, Remarkable.</i> We demonstrate our Christian Values: <i>Justice, Kindness, Endurance, Friendship, Wisdom.</i></p>	
<p>In Collective Worship we reflect on our lives and others:</p> <ul style="list-style-type: none"> • We walk into assembly quietly listening to the music and wait patiently for others. • We listen respectfully to others' views. • We share our thoughts by raising our hand. • We are respectful of others' beliefs. • We join in singing respectfully. • We walk quietly out of assembly when told, line by line. 	<p>In class we show respect to everyone and everything:</p> <ul style="list-style-type: none"> • We use our manners - saying please, thank you and you're welcome. • We tidy up after ourselves and each other. • We praise each other when we deserve it. • We put our hand up when we want to speak in class. • We listen to our teacher and our class mates with respect. • Obey instructions given the first time. • We keep chair legs on the floor and stay seated during lessons unless instructed.
<p>At break and lunchtime we play responsibly:</p> <ul style="list-style-type: none"> • We play kind games. • We invite everyone to join in. • We follow the rules of a game. • We ask an adult or sports leader for equipment. • We look after the play equipment and tidy it up when we have finished. • At the end of break we stand still and raise our hand when an adult raises their hand. • We walk to line up in silence. 	<p>In the dinner hall we are responsible:</p> <ul style="list-style-type: none"> • We say please and thank you for our food. • We sit at the table and use a knife and fork. • We are quiet when we are eating. • We ask to leave the table.
<p>We always walk quietly around the school to keep us and others safe.</p>	

Behaviour Policy

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

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher or any other member of staff.

In any case of alleged bullying, either a member of staff or the Headteacher 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 Headteacher 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.

All bullying incidents must be recorded on CPOMS. Parents of both parties should be informed.

If the situation does not improve, the Headteacher 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. ELSA support and or outside agencies like Harborough <https://www.hab-antibullying.com/>, further monitoring, support and punitive sanctions as deemed necessary. Support services will also be recommended to both parents to help support their child. 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

Reviewed November 2024

By: Headteacher - Mrs Claire Stevens

Chair of Governors - Mrs A Rutherford