



## Anti Bullying Policy

*"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. The behaviour is based upon an imbalance or power."*

Safe to learn; embedding anti-bullying work in schools DCSF 2007

At Havelock children and staff believe that we all have the right to be educated and play in a safe and secure environment. The Rights Ambassadors and School Council have been involved in reviewing our policy so that the children are at the heart of decision making at Havelock. As a Rights Respecting School we uphold the following Articles from the UNCRC linked to anti- bullying:

**Article 2:** Every child has the right to be treated fairly and with respect.

**Article 12** (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

**Article 19:** Every child has the right to be protected from harm.

**Article 23:** A child with disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community .

**Article 28:** Every child has the right to an education.

As a staff we feel that bullying is when a child or group of children persistently manipulates and/or intimidates, either verbally or physically another child or group of children.

An individual who watches as an onlooker and who does not act in appositive way to stop the bullying is condoning the behaviour. Although the onlooker may not be fully implicated in the action, at Havelock we feel that everyone should be involved in stopping bullying. We will work to ensure that

safety of the person hurt physically or mentally and do our best to support improved behaviour from the person displaying bullying behaviour.

Our aim is to create and provide a happy, secure and safe environment for all. Our staff is aware that bullying can and does take place in most schools. And that they have a responsibility to eliminate it as far as possible

**Types of bullying:**

<b>Type of bullying</b>	<b>Aspect</b>
<b>Physical</b>	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
<b>Psychological</b>	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
<b>social</b>	Ostracism or rejection by a peer group
<b>Verbal</b>	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.
<b>Homophobic</b>	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimization. It can also affect anyone who is perceived to be homosexual.
<b>Racist</b>	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.
<b>Sexual</b>	Sexually insulting language/gestures, name-calling, graffiti, and unwanted physical contact.
<b>Cyber</b>	The use of information communications technologies, particularly mobile phones and the internet deliberately used to upset someone else.
<b>Other</b>	For example, bullying that occurs outside of school or with vulnerable

	groups of children and young people such as those with special educational needs or able and talented.
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### **When is it not Bullying?**

This is distinguished from bullying because it is a 'one off' event that does not escalate to become a pattern where there is an imbalance of power. These are promptly addressed through the school's behaviour policy.

### **Our Approach**

- As a staff, we will use our own adult behaviour as a model to show what we expect of our children. We treat each other with courtesy and respect and expect children to do the same.
- Prevention is the best way to tackle bullying so time and resources need to be invested, including training, so that staff feel confident to manage situations.
- To minimise bullying we aim to build on our school positive behaviour policy
- We will raise awareness of bullying through our RRS Class Charters, our PSHE curriculum, RE curriculum, through drama or play therapy, during assemblies
- We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment, whether they have a disability or special educational needs. This links into our Equality policy.
- We will provide a safe and stimulating environment in which our children can work and play without fear of intimidation
- Every classroom will display a Class Charter which has been produced and agreed by the children and the teachers. All pupils will sign the charter to show their commitment to supporting everyone's entitlement to access their rights.

### **Our Response**

As most incidents of bullying occur during break times and lunchtime the staff has agreed to deal with all incidents in a consistent manner, following these guidelines:

Children are taught to stand up for themselves, ignore the perpetrator, tell an adult.

Parents who believe their child is being bullied should share their concerns with the school at the earliest opportunity. All concerns will be taken seriously and thoroughly investigated.

All staff are responsible for the rigorous application of this policy including the recording and following up of a situation.

- Each incident of bullying will be fully investigated wherever it occurs, withdrawing the children concerned from the situation
- If it is felt necessary the child or children will be withdrawn from the remainder of the break or lunchtime and asked to sit in a separate area
- When bullying occurs, both bully and victim are talked to separately to establish the facts. The person who bullied is helped to recognise and acknowledge his/her unacceptable behaviour
- We have a zero tolerance approach to bullying. A red card will be issued if it is found that the behaviour constitutes bullying
- Parents are informed and a meeting is set up to discuss a way forward
- The situation is then monitored by the class teacher with liaison taking place between the class teacher, teachers on duty and SMSAs on a regular basis
- If the bullying continues the children involved will discuss the matter with the deputy head teacher.
- If the situation does not improve the head teacher is informed and parents are called in. By this stage the child might be at threat of a fixed term exclusion.
- Parents of the child being bullied will also be informed
- Class teacher to maintain contact re the situation taking place
- All incidents are to be recorded on behaviour watch.
- A child may also have certain privileges removed e.g. trips, if there is no improvement in his/her behaviour. If a child is a danger to him/herself, others or property, parents will be asked to take their child home for the lunchtime period and to return them for the afternoon session. The child may spend a period of time in a separate playground area to reflect on their behaviour and will be asked to write a letter of apology to the victim during reflection.

Incidents of bullying that occur during other times in the school day or off site will be dealt with in a similar way.

### **Follow up**

All staff involved in the teaching and/or supervision of children, will take responsibility for addressing incidents which fall within the school's definition of bullying and ensure that the victim receives what support is required. The bully is informed of the unacceptability of his/her behaviour and a record is made of the incident, by the adult to whom the incident was reported or witnessed.

**For the victim:** Protection, sympathy /empathy/counselling and advice on how to avoid future incidents, mediation (where appropriate) and support.

School will offer a proactive, sympathetic and supportive response to children who are victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- Immediate action to stop the incident and secure the child's safety.
- Positive reinforcement that reporting the incident was the correct thing to do.

- Reassurance that the victim is not responsible for the behaviour of the bully.
- Strategies to prevent further incidents.
- Sympathy and empathy.
- In school counselling.
- Befriending/buddy system.
- Assertiveness training.
- Extra supervision and monitoring.
- Creation of a support group.
- Peer mediation/ peer monitoring.
- Informing/involving parents.
- Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability.)
- Arrangements to review progress.
- Play Therapy
- Drama Therapy
- Involvement of outside agencies

**For the bully:** Reinforcement that behaviour is unacceptable, proportionate use of fairly and consistently applied sanctions, advice and instruction of how to behave better; reinforcement and support for improved behaviour.

Staff will adopt a supportive pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way. The use of sanctions can be useful in demonstrating to bullies that their behaviour is unacceptable in promoting change.

The school will respond to incidents of bullying behaviour in a proportionate way- the more serious the cause of concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- Immediate action to stop the incident of bullying in progress.
- Engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable.
- Loss of lunch/breaktime or privileges.( Home/school report (daily/weekly.)
- Removal from class/group.
- Withholding participation of an activity which is not an essential part of the curriculum (eg. extra-curricular club, outing.).
- Parents informed.
- Strategies in alternative ways of behaving.
- Adult mediation between the perpetrator and victim.
- Fixed period of exclusion.
- Rewards/ positive reinforcement to promote change and bring unacceptable behaviour under control.

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