

Heather Primary School Anti Bullying Policy



Approved by:	Governors and Staff	Date: 24-01-25
---------------------	---------------------	-----------------------

Version	Date	Author	Reason for Change
1	October 2024	MM/AK	Updated policy

Review Frequency	Next Review Date
Every 2 Years	October 2026

Introduction

This policy outlines what Heather Primary School will do to prevent all forms of bullying.

Bullying in all of its manifestations, towards children or adults is completely unacceptable and will not be tolerated at Heather Primary School.

Aims & Objectives

Under the aims of this policy we have high expectations to prevent or eradicate any form of bullying from our community thereby:

- Providing a safe, secure and inclusive learning environment for all with a strong sense of community and good standards of behaviour.
- Ensuring a friendly, supportive atmosphere in which all learners can develop their full potential.
- Fostering the positive values, attitudes and skills that learners need to be confident, healthy, well-adjusted and responsible community members.

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour.
- Provide strategies for preventing, de-escalating or stopping any continuation of harmful behaviour promptly and consistently.
- Safeguard pupils who are experiencing bullying and to trigger sources of support.
- Help build an anti-bullying ethos in the school.

Definition of Bullying

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 (Anti-bullying Alliance, 2024).

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

- Indirect - Can include the exploitation of individuals.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

We view bullying in line with the Equality Act (2010) and all the protected characteristics of age, disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex, sexual-orientation, marriage or civil-partnership. The reasons for these types of bullying may be related to the following:

Bullying based on disability (disablist) – is where the motivation for bullying is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

Bullying based on gender reassignment (transphobic) – is when the motivation for bullying relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

Bullying based on race or ethnicity (racist) - is where the motivation for bullying is based on the targets skin colour, culture, language, ethnicity or national origin.

Bullying based on religion or belief – is where the motivation for bullying relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Bullying based on sexual orientation (homophobic or biphobic) – is where the motivation for bullying is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

Bullying based on sex (sexist) – is where the motivation for bullying is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Definitions for other forms of bullying

Bullying based on appearance or health conditions – is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour, body shape, or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

Bullying based on home circumstance – is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low-income family or in receipt of free school meals.

Bullying is not ...

It is important to understand that bullying is not the odd occasion of 'falling out' or where someone who has done or said something unkind.

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are

upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Occasionally situations go beyond broken friendships or minor differences and, on these occasions, adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

A person showing bullying behaviour:

Is likely to have power over others. They may be over-confident, loud and assertive but may also be quiet and manipulative. Sometimes they work alone and sometimes in groups. They may try to scare /intimidate people whether they are children or adults. Often, they have a deep sense of insecurity and may therefore try to persuade others to join in with them. They often spread upsetting rumours about people.

Responding to Bullying

Everyone at Heather Primary School recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals: it can create a barrier to learning and have serious consequences for mental health and well-being. It is the responsibility of all members of the school community to report and act promptly upon any form of bullying behaviour (including bystander behaviour) that is witnessed and we ask all children to talk to one of their 'Friendly Five' if something is bothering them or alternatively use the worry boxes located in their classrooms.

If it is you who is being bullied (Child):

No one deserves to be bullied – we are all unique and special and we should be proud of our differences.

Be strong – hold your hand up – say no.

Be brave on the outside, walk away.

Find people you like to spend time with.

A person demonstrating bullying behaviour (instigator), wants you to stay quiet, tell a trusted person what is happening – friend, parent, member of staff or leave a message inside the worry box located in classrooms.

Remember, it is the instigator's bullying behaviour you are experiencing that is wrong, not you

If it is you who is being bullied by anyone including other members of staff or child/children:

Speak to Mrs Michalowski

Follow the procedures in the Staff Code of Conduct Policy

Seek union advice

Tell someone you can trust – family member, colleague, SLT member, headteacher, Governor

Try and not appear upset.

Avoid situations where bullying can take place; always take a witness

Be assertive without being aggressive.

If you see someone being bullied:

Don't be a bystander – it might look like you are taking sides.

Tell an adult – you won't get into trouble or make things worse.

If you feel you can, tell the person demonstrating bullying behaviour to stop.

Write a note to your class teacher by using the worry box located in your classroom.

The School

Procedure for dealing with bullying

Parents should report any issues of bullying to either their child's class teacher, or directly to Mrs Michalowski.

When a disclosure of bullying is made, it will always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out below:

- Where bullying is reported or suspected, the class teacher will initially talk to all children involved to examine the issues. Once the behaviour is identified as bullying the incident should be reported to the Head Teacher. If the report is made directly to Mrs Michalowski, then she investigates from the onset, liaising with school staff as necessary.
- The target and child allegedly showing bullying behaviour should be interviewed separately.
- The target's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Target's of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the target's self-esteem and self-confidence.
- The child allegedly showing bullying behaviours should be spoken to and the reasons why s/he has bullied identified. The child allegedly showing bullying behaviours should be helped to recognise his/her unsociable behaviour and given support if necessary to address that behaviour.
- On some occasions it may be possible to sit target and child allegedly showing bullying behaviours down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
- On other occasions the child allegedly showing bullying behaviours should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the target.
- In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
- Follow up meetings with the target should be arranged to find out whether the solution has been effective or not, and the situation should be monitored for 2 weeks. At the end of this monitoring period, parents will again be contacted to check that all is well. If there is a recurrence, the class teacher will again talk to all children concerned and contact with parents will again be made as above.
- A record is made of every incident of bullying by any member of staff who log the incident on CPOMS. Trends and patterns can be monitored. The ongoing bullying log on CPOMS, is kept by the Headteacher. Records are monitored for trends or patterns on a termly basis.
- If necessary, and appropriate, the police will be consulted.

Sanctions

Sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Sanctions have three main purposes namely to:

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour; and
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who demonstrate bullying behaviour to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused. In most cases the school will therefore follow the [Behaviour Policy](#) when enforcing sanctions. Special consideration will be given to the nature of the bullying behaviour when determining the sanctions and involving parents at the earliest opportunity. Sanctions could include:

- Writing an explanation or apology for the incident
- Withdrawal of break or lunch time privileges so that 'repair' work can be undertaken with the Headteacher to put right the wrong doing
- Discussion with parents with monitoring of behaviour in a behaviour plan/behaviour report card
- Monitored play-times (Playtime Pass)
 - Incidents that involved criminal behaviour, the police would be contacted.

In extreme circumstances or instances of persistent bullying situations, it may be that the serious clauses within the behaviour policy come into action in terms of fixed term or permanent exclusions. In conjunction with disciplinary sanctions, there are a range of other strategies that the school will use to combat bullying.

These include:

- Engaging with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. Schools are legally required to have a complaints procedure and to make parents aware of this procedure.
- Adult mediation services that may be offered by the local authority or by commercial organisations that schools can engage. Mediators work with pupils to try put an end to the bullying and mend relationships.
- Approaches which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.
- In some cases, it may be necessary to organise circle of friendship situations to support a target (and possibly also the person showing bullying behaviours) to form positive playground relationships.

Continued Support

As well as immediate short-term monitoring, the school will review, over two or three months, whether the action has prevented recurrence of the bullying and will ensure that the pupil being bullied feels safe again. Evaluation of school behaviour will form part of the school's ongoing Self Evaluation processes and involve all staff.

Preventing Bullying

We actively pursue a series of proactive strategies to ensure we maintain positive behaviour reinforcement. As a school we use the following systems to prevent bullying from happening:

- In consultation with the School Council, all pupils are given a 'Child Friendly' Anti-Bullying Policy at the start of the academic year, which has been written in a clear and concise way for pupils to understand the key messages promoted within school
- A safe environment is created in each playground through careful adult supervision and the establishment of a child led system whereby children can talk to an 'Playground Buddy' from Year 2 or 6 if they have a problem and need help sorting it out. The children also have an area located in the playground (buddy stop) where they can stand if they feel worried, lonely or upset. This will prompt another child or adult to go over and check on them.
- Where we have children who may feel unsafe during lunchtimes we have a system in place for those children where they will be assigned a 'playground buddy' or 'group of buddies' for them to play with, sit with during lunch or chat to, depending on the needs of the child.
- We actively engage pupils by honest discussions in School Council meetings and also involve them in the process of developing and monitoring the school anti-bullying policy.

- Our School Code of Conduct is clear about acceptable behaviour from adults visiting our school, including parents and family members. (This is verified when visitors sign it as a code of conduct they must agree to).
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November or links with relevant themes as a whole school curricular focus, inclusion in assembly themes when relevant).
- Use of curriculum opportunities include: our whole school plan linking PSHE (using Cambridge PSHE Scheme), citizenship, Protective Behaviours and use of SEAL materials to whole school assembly themes; time-tabled slot for PSHE each class.
- The school has clear Golden Rules which are explained and discussed each term in class and in assembly.
- We regularly reinforce the importance of 'values' through school values assemblies.
- Children can report any concerns regarding friendship issues in class worry boxes which will then initially be dealt with by the class teacher.
- There are opportunities for school leadership to discuss behaviour issues with an open and honest antibullying ethos. E.g. monitoring of critical incidents forms by SLT; reporting and monitoring of all incidents by the Headteacher and Governors, and close regular monitoring of behaviour.
- Members of staff are trained to be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy. We implement CPD for lunchtime supervisors and children alike to develop peer support schemes and playground games.
- We actively promote 'positive contributions' both in school and in the wider community by praising children who demonstrate 'values' such as kindness or consideration.
- We build community cohesion by celebrating and advocating fundamental British Values with respect for different cultures, difference and diversity and by making links with and engaging the wider school community in this agenda.
- Pupils are taught that Heather is a 'telling' school. Our children are encouraged to talk to teachers if they feel worried or frightened about anything. It is expected that all staff will take time to listen to children's fears and take them seriously. In all instances of bullying it is expected that they are reported to the Head Teacher and recorded on a bullying incident form.
- Parents are told that they should inform the school if they believe their child is being bullied. Parents who work or who are not able to come into school are able to contact the Headteacher via the office email

Cyberbullying

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It can take place at any time and can intrude into spaces that have previously been regarded as safe and personal. It includes bullying via:

- text messaging and messaging apps
- social media sites
- Instant messaging, direct messaging and online chatting over the internet
- Online forums, chat rooms and message boards
- Email
- Images or videos posted on the internet or spread via mobile phone.
- Online gaming communities

- AI
- Apps

It can take the form of any of the previously discussed types of bullying i.e. technology can be used as a medium for bullying behaviour for reasons of race, religion, sexuality, disability, etc. The school has a dedicated [E-Safety Policy](#) to ensure safe practice is advocated at all times in school.

At Heather Primary School the following will take place:

- Cyberbullying will be addressed at least termly through PSHE lessons or assemblies. It will be revisited informally through the year.
- Safer Internet Day will be used to reinforce messages regarding the safe use of technology.
- Information for parents will be put on newsletters and published in the school's website and messaging systems.
- All children, parents and staff sign an Acceptable Use Agreement
- All incidents of cyberbullying must be reported to the Headteacher. This can be done directly to staff or anonymously through class worry boxes.
- The use of technology will be carefully monitored and evaluated. Whilst the school recognises that cyberbullying may take place out of school hours, it will wherever possible, step in to mediate a suitable solution. Our E-Safety Policy also takes into account potential issues arising for children who may witness or experience coercive behaviours against the principles of British Values.

Bullying which occurs outside the school premises

Within sections 90 and 91 of the Education and Inspections Act 2006, Heather Primary School's disciplinary powers to address pupils' conduct when they are not on the school premises and not under responsibility of a member of staff if it is deemed reasonable for the school to regulate pupils' behaviour in these circumstances such as in and around the village. Where bullying outside school is reported to school staff, it should be investigated and acted on. We would then consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. While, as a school, we have the power to discipline pupils for bullying that occurs outside school, we can only impose a disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found use.

Name of Organisation	Telephone Number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-Bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk

Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiries)	www.kidscape.org.uk
	08451 205204 (helpline-adults only)	
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com
Leicestershire County Council	0116 3057570	www.beyondbullying.com

Relationships and respect with parents and the wider community

Heather Primary will not accept any person in connection with our organisation, feeling intimidated by any other person or indeed using intimidating behaviour towards others (this includes potential cyber-bullying and inappropriate use for example of social media sites that may be used as a platform to attack individuals on a personal level or indeed the school). The school will investigate any reports it receives of this nature and challenge such behaviours. The school will, if needed, request any such comments are removed whilst advising individuals to use the complaints procedure.

Anyone entering our property is expected to abide by the culture and ethos of our school community and speak and behave respectfully towards others, this is conveyed to visitors by accepting the code of conduct when they sign into school. In all matters, we expect relevant parties to share views in a calm and respectful way using the complaints procedure if needed ([see complaints policy](#)).

Staff are advised to follow our [lone-working policy](#) in anticipating potential volatile issues that may arise. The Headteacher is at liberty to exclude any person from the school premises as a result of intimidating or abusive behaviour, particularly if that behaviour is in the presence of children. In this respect the school will liaise with the LA and follow their guidance.

Review and Monitoring

This policy will be monitored by the Headteacher and Senior Leadership Team and reviewed every 2 years by Governors, members of the School Council and parents. To support this process any incidents of bullying are recorded electronically on CPOMS and are looked at on a termly basis to see if any patterns emerge. These will be discussed as a staff when appropriate and summarised for the Full Governing Body.

This policy was developed in consultation with:

Pupils through the Playground buddies; School Council; all staff; Parents; Governors.

This policy should be read alongside the Child Protection and Safeguarding Policy, Behaviour Policy and E-Safety Policy. Any safeguarding issues should be dealt with according to LCC protocols and procedures and concerns passed onto Mrs Michalowski, Senior Designated Safeguarding Lead, and in her absence, Mrs Thornley and/or Miss Barton, Deputy Designated Safeguarding Leads.

Friendly Five

