Harvington Prep and Nursery School
Anti-Bullying Policy

AIMS OF THE POLICY
- to state unequivocally that bullying is wrong and unacceptable at Harvington school
- to develop a whole-school approach to tackling bullying
- to lessen the incidence of bullying at Harvington school
- to reflect statutory and non-statutory advice

OBJECTIVES OF THE POLICY
- to help fulfil the school aim of "Working in partnership with parents and within a friendly, secure and disciplined environment, to encourage every pupil to act with integrity, responsibility and concern for others."
- to provide an environment where every child can feel safe, healthy, able to enjoy and achieve and able to make a positive contribution
- to protect the rights of all children to have a safe and secure learning environment, working towards preventing acts of bullying, harassment and other forms of aggression and violence
- to clarify that all in the whole-school community have a responsibility for helping prevent and deal with bullying
- to identify signs that indicate that a pupil may be experiencing bullying, but not reporting it
- to discern the true nature of bullying
- to clarify the different types of bullying
- to provide pupils, parents and staff with strategies to prevent bullying
- to provide pupils, parents and staff with strategies and procedures to use if bullying does occur
- to provide pupils, parents and staff with strategies to help pupils who are victims of bullying to rebuild confidence and resilience
- to provide pupils, parents and staff with strategies to help pupils who have perpetrated bullying to learn to behave in ways that do not cause harm
- to complement all relevant school policies and procedures including **Pastoral Care** and **Safeguarding Policies**.

INTRODUCTION
It is recognised and accepted that bullying may sometimes occur at Harvington school, in all sections of the school. The Anti-Bullying Policy applies to all pupils, including those in EYFS. All reports of bullying are taken seriously and steps are taken to deal with them as speedily and effectively as possible, in accordance with this policy, which is drawn up in accordance with the DfE advice, **Preventing and Tackling Bullying (2017)**, and **Cyberbullying: Advice for headteachers and school staff (2014),** the DfE statutory guidance, **Keeping Children Safe in Education (KCSIE) Sept 2022**, the **Children's Act 2004** and the **Equality Act 2010**. The school considers it essential that a safe and supportive community exist, enabling all its stakeholders to thrive. It is important that parents and pupils are clear about the part they can play to prevent bullying, including when they find themselves as witnesses to bullying.

Harvington school believes all forms of bullying to be wrong, and unacceptable. Bullying manifests itself in school, but can be perpetrated within and without the school day. Bullying from home cannot be controlled by the school, though its results can be evident in school, and, given

its duty of care, Harvington School must take action. Such bullying, including Cyber-Bullying (Online Bullying) and bullying outside school, will be treated by the school as any other form of bullying, with appropriate sanctions being imposed. Harvington school expects parents to work in partnership with the school in combating all bullying, especially where the home environment has been violated, and is a conduit for unacceptable behaviour. Where school action and sanctions have failed to stop the bullying of an individual pupil, and the intervention of their parents has done little to help amend behaviour, the pupil will face the ultimate sanction of permanent exclusion. If the pattern of bullying for the perpetrator is entrenched, and/or the effect on the victim/s is seriously damaging, Harvington School will not hesitate to report it to external agencies, such as the police, children's social care or other agencies that seek to protect children. A bullying incident will be treated as a child protection concern if there is reasonable cause to believe that a child in suffering or is likely to suffer significant harm

This policy, in conjunction with the **Safeguarding Policy**, the **Behaviour Policy**, the **ESafety Policy** and the **Rewards and Sanctions Policy**, is published to staff and parents alike, and disseminated to all pupils, so that, as a community, the incidence of bullying can be tackled and prevented.

Staff are required to have read the **Anti-Bullying Policy** and understood their role in combating bullying at Harvington School. All support necessary from SLT is given to staff who may need to deal with reports or incidences of bullying. Anti-bullying is promoted throughout the year, in our daily ethics, specific PSHE, regular anti bullying themed assemblies and themed days such as Odd Socks Day. These events occur across a range of curricular areas, in all sections of the school, including EYFS.

Whilst it is accepted that bullying may be perpetrated and experienced by pupils and adults, this policy deals solely with the bullying of pupils. Any adult experience of bullying at Harvington School should be addressed through the Harvington School Grievance Procedures.

BULLYING TERMS
What is Bullying?
Bullying is defined as negative behaviour that is intended to make others feel upset, uncomfortable or unsafe, physically or emotionally. Extreme bullying may be considered a form of child-on-child abuse (KCSIE September 2022).

Forms of Bullying:
- Physical: Deliberately hurting someone on a regular basis
- Verbal: Deliberately hurting feelings through verbal insults/remarks, swearing, name calling, teasing, spreading rumours, using prejudice-based language, persuading others to do things against their will (this may occur in person or online)
- Ostracism: Making someone feel left out and / or different by deliberately excluding them (in person or online)
- Radicalisation: Influencing someone to change their beliefs and / or appearance by using threats (in person or online)

Kinds of Bullying include: Prejudice-based bullying relating to one or more protected characteristics:
- Age
- Disability
- Gender reassignment

- Race
- Religion or belief
- Sex
- Sexual orientation

- bullying related to culture
- bullying related to special educational needs
- bullying related to appearance or health
- bullying related to home problems
- because a child is adopted or a carer
- sexist or sexual bullying
- cyber-bullying

All bullying is taken seriously. Bullying on the basis of protected characteristics is taken particularly seriously.

Cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Instagram or Facebook to harass, threaten, embarrass, intimidate or target an individual. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face. Cyber-Bullying is increasingly prevalent, yet different from other types of bullying in the following ways:

- the potential 24-hour nature of the bullying
- the invasion of home life
- the difficulty in controlling the circulation of messages
- the perpetrator may not be readily obvious to the victim
- the potential for accidental bullying
- there is concrete evidence of bullying

Types of cyber-bullying:

- **Flaming:** online fights usually through emails, messaging or chat rooms where angry and rude comments are exchanged
- **Denigration:** putting mean online messages through email, messaging, chat rooms or websites set up to make fun of someone
- **Exclusion:** intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities
- **Outing:** sharing secrets about someone online including private information, pictures and videos
- **Trickery:** tricking someone into revealing personal information and sharing it with others
- **Impersonation:** pretending to be someone else when sending or posting mean or false messages online
- **Harassment:** repeatedly sending malicious messages to someone online
- **Cyber-stalking:** continuously harassing and denigration including threats or physical harm

Harvington School has a separate ESafety Policy that addresses the use of technology, social media, appropriate online activity, security and the access and monitoring procedures that are in place.

Contexts in which Bullying Occurs:
Common risk times, both in and outside school, when bullying occurs are:
- on the way to and from school
- before or after school where children gather to enter school, be collected or line up
- in between lessons around the school
- at breaks in the playground
- on the way to and from breaks
- at lunchtimes in the classrooms
- in the lavatories
- at P.E.
- on the way to and from P.E.
- on coach journeys
- on school Outings or Trips
- outside school hours, from home, or at another location, using mobile phones, tablets, laptops or other internet-connected devices
- outside school hours in shopping areas, local parks, or at local clubs.

Actions not considered to be bullying:
All children have upsets and squabbles; these are not classified as bullying and are dealt with accordingly. Actions not considered to be bullying are:
- not liking someone
- being unintentionally excluded
- accidently bumping into someone
- making others play in a certain way
- a single act of telling a joke about someone
- arguments
- expression of unpleasant thoughts or feelings regarding others
- isolated acts of harassment, aggressive behaviour, intimidation or meanness

Reasons for bullying:
Some reasons why children might bully someone include:

- they think it's fun, or that it makes them popular / cool
- they feel more powerful or important, or they want to get their own way all the time
- they feel insecure or lack confidence or are trying to fit in with a group
- they are fearful of other people's differences
- they are jealous of another child
- they are unhappy
- they are copying what they have seen others do before, or what has been done to them.

The effects of bullying:
All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:
- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplained injuries
- lost or destroyed clothing, books, equipment
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits

- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in school work, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours

ROLES AND RESPONSIBILITIES

The Role of the Governors
The governing body supports the Headmaster in all attempts to eliminate bullying from the school and will not condone any bullying at all. All incidents of bullying that do occur will be taken seriously and dealt with appropriately. The Governors review the effectiveness of this policy regularly and monitor incidents of bullying by way of an annual Anti-Bullying Report submitted to the Education and Welfare Committee in the Autumn Term.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the Chair of Governors. The complaint will be dealt with in accordance with the Complaints Policy.

THE ROLE OF THE HEADMASTER
It is the responsibility of the Headmaster to implement the school's Anti-Bullying Policy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headmaster reports to the governing body, on an annual basis, about the effectiveness of the Anti-Bullying Policy.

It is the Headmaster (or designated member of staff) who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headmaster will draw the attention of children to this fact at suitable moments. For example, the Headmaster may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headmaster will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headmaster will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

THE ROLE OF THE STAFF
Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's Anti-Bullying Policy.

All members of staff attend training that equips them to identify bullying and to follow the procedures laid out in the Rewards and Sanctions Policy. Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

Members of staff keep a vigilant watch on suspected 'bullies'; any incidents are handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident needs to follow the procedures outlined below, and do all they can to support a child who is being bullied.

THE ROLE OF 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 daughter or son's Form Teacher in the first instance. If, after the school has carried out its investigation, they are not satisfied with the action taken they should contact the Deputy Head. If they remain dissatisfied, they should follow the procedure detailed below. Parents have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school community.

THE ROLE OF PUPILS
Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know. All children are regularly reminded about the use of the 'worry box' if they do not feel they can talk to an adult. Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

DEALING WITH INCIDENTS OF BULLYING
It is vital that an environment is created in which all pupils feel comfortable to bring their concerns to staff members or senior pupils, rather than fear that nothing will be done or that it will make the situation worse. Staff members will consider the problem and decide the appropriate course of action to take, dependent on the circumstances.

Any member of staff at Harvington school who observes bullying, or has it reported to him/her, must take action. Harvington school takes seriously and follows up any report of bullying, if and when incidents are reported. Bullying can best be dealt with effectively if specific names, times and places are given.

What could pupils do if they feel they are being bullied?
- try to develop non-aggressive, assertive strategies to cope in a bullying situation
- try to deal with the bully themselves
- seek immediate support from a supervising member of staff
- tell an adult (a member of staff, the Form Teacher, a senior member of staff, a Lunchtime supervisor, a parent) in whom they feel comfortable confiding
- if, in the first instance, a pupil feels nothing has been done to address their concerns, they should approach another member of staff
- tell a family member or friend about it

What should parents do if they feel their child is being bullied?
- look out for common signs of bullying (see effects of bullying)
- monitor the use of internet websites, mobile phones, social networking and gaming sites
- ask their child directly for a description of the problem
- listen to their child without passing judgment or jumping to conclusions
- take seriously the problem expressed by their child
- discourage their child from reacting
- help their child to develop non-aggressive, assertive strategies to cope in a bullying situation
- keep a written record of events that cause concern
- contact their child's Form Teacher, in the first instance
  - the Form Teacher will consult other staff where necessary
- contact, subsequently, the appropriate senior member of staff

- accept the advice of the school and support the measures it takes to deal with the problem

What should a member of staff do if bullying is reported or observed?
- listen to the pupil or parent reporting the bullying
- take seriously the pupil or parent concerns
- assure him/her that the issue will be addressed appropriately
- consult the Form Teacher, in the first instance
- in liaison with the Form Teacher, decide on a course of action, including:
  - mandatory recording the reported bullying on the school database
  - alerting the Form Teacher, SLT and other staff who work with the pupil
  - investigating the incident or concerns through:
    - pupil interviews
    - staff interviews
    - parent interviews
  - discerning the nature and extent of the bullying
  - addressing the bullying through
    - face-to-face pupil discussion (perpetrators and victims), with, or without supervision
    - support discussion with the victim (and parents if necessary)
    - support discussion with the perpetrator (and parents if necessary)
  - contacting the parents of the perpetrator and victim
  - consulting the Deputy Head, about the course of action and, if necessary, appropriate sanctions for the perpetrator, and/or further action to deter future bullying
  - giving feedback to the victim about the outcome
  - giving feedback to the victim's and perpetrator's parents about the outcome, which could be in person, by telephone or by letter
  - writing up the on-going report of the investigation into the bullying and the subsequent action taken, on the school database
  - evaluating the effectiveness of the approach taken and record on the school database

What will happen if the bullying persists?
- the victim/parent/member of staff contacts the Form Teacher and raises the concern about the bullying persisting
- the Form Teacher consults and liaises with the Deputy Head about a further course of action, which includes further sanctions for the perpetrator
- the parents of the perpetrator are contacted by the Form Teacher, or the Deputy Head, the course of action is explained to them and their support in combating the bullying is sought
- the Headmaster is kept informed and becomes involved where he deems it necessary
- the Headmaster, in consultation with the SLT member, approves further sanctions for the perpetrator (see **Rewards and Sanctions Policy**), which may include
  - isolation from other pupils
  - removal of privileges
  - refused participation in school events
  - exclusion from school on a temporary or permanent basis

- if the bullying behaviour of the perpetrator has not changed sufficiently, the Headmaster, if necessary, contacts outside agencies to seek their support in amending their behaviour and aiding the victim
- the on-going report of the bullying (including all further investigations, contact with parents and action taken and sanctions put in place and recorded) is updated on the school database of School Concerns.

What steps and advice are taken to help the recipient?
- the victim's concerns are taken seriously
- the personality/character of the victim, as well as any special needs or disabilities are considered, and borne in mind when action is taken
- they are reassured that it is not their fault
- they are reassured that something will be done about it
- they are encouraged to talk to a family member or a friend to share the experience
- advice and strategies about how to deal with any incidents of bullying in an assertive, but non-aggressive manner are given
- advice and strategies about avoiding situations in which the bullying may occur are given
- in the reconciliation process, the victim is encouraged to try to understand the motivations of the bully
- if necessary, advice about how to relate to other pupils or to change behaviour is given
- the victim's parents are consulted about, and involved in, where necessary, any meeting or strategy to support him
- help and support from outside agencies is sought if the victim continues to suffer harm

What steps and sanctions will be taken to deal with the perpetrator?
- the bully's behaviour is taken seriously
- the personality/character of the bully, as well as any special needs or disabilities are considered, and borne in mind when action is taken
- unambiguous disapproval of their actions is communicated and dealt with in a non-aggressive or non-humiliating manner
- their behaviour is discussed, with the victim, if appropriate, allowing them time to reflect on what they have done
- role plays and role reversal may play a part in the reconciliation process, when appropriate
- they are encouraged and supported to substitute positive attitudes and behaviour for their destructive, bullying actions
- they are told to avoid being in the vicinity of the victim or to act in a neutral way when close proximity is unavoidable
- a public or private apology is made to the victim
- they are praised when social behaviour has improved
- the bully's parents are consulted about, and involved in, where necessary, any meeting or strategy to support them

Monitoring Bullying
Whole-school monitoring of bullying is essential, if the school is to identify patterns and to evaluate the effectiveness of its approach to tackling it. Monitoring is done by all appropriate members of staff, monitoring both the victim and the perpetrator as closely as possible, especially at the common risk times mentioned above.

To monitor and follow up a report of bullying, even if it is unsubstantiated or simply a quiet concern raised by a parent, there is:

- informal verbal contact and reassurance between the Form Teacher, or other member of staff, and the victim, or perpetrator
- feedback given to the parents of the victim and perpetrator
  - this could be in person, by telephone or by letter ▪ the feedback is recorded on the database

To monitor and follow up an acknowledged case of bullying, there is:

- informal verbal contact between the Form Teacher, or other member of staff, and the victim, or perpetrator
  - this is done regularly, for the medium term
- a designated **review meeting** of the Form Teacher and the Deputy Head, with the victim and perpetrator
  - this meeting is held, at an arranged time, after the investigation has been completed and initial action taken
- feedback given to the parents of the victim and perpetrator
  - this could be in person, by telephone or by letter
  - the feedback is recorded on the database
- a record of the effectiveness of the process maintained on the school database

A record of bullying is kept by the Head to assess the numbers of incidents of recorded bullying, any patterns in the type of bullying, as well as the identities of common victims and perpetrators.

The most difficult, serious or sensitive cases are closely monitored by the Form Teacher, in consultation with the Deputy Head and the Headmaster.

Deterring Bullying

All who make up the Harvington School community, the pupils, the staff, the parents and the Governors, have a duty to do all they can to deter bullying. In accepting that bullying can occur at Harvington school, all work to promote positive behaviour and to build healthy relationships, and, in so doing, seek to reduce the chances of bullying happening.

The school can help deter bullying by:

- taking every opportunity to promote positively the ethos of the school as set out in the aims of the school, the **Pupil Behaviour Policy** and the **Code of Behaviour**, to promote consideration and respect for others.
- making sure that the **Pupil Behaviour Policy** and the **Code of Behaviour** are promoted and adhered to.
- tackling low level disruption so that bad behaviour does not escalate into bullying
- creating a positive, secure environment.
- creating a school environment in which British values, positive behaviour and high expectations are promoted, as well as modelled by staff, encouraging a culture in which pupils feel able to report bullying.
- promoting Fundamental British Values
- building pupil resilience through relevant education and information
- having clear systems of recording bullying, communication and coordination among all staff members.

- between each part of the school at transition points.
- between Form Teachers, year on year.
- hand over meetings at the end of each year to the new form teacher.
- requesting bullying information from previous schools, if appropriate.
- maintaining an on-going awareness of anti-bullying through
  - the School Council,
  - School Assemblies,
  - PSHE lessons,
  - Anti-Bullying days
- using appropriate stories about social interaction and teaching assertiveness strategies at these times.
- providing adequate, consistent supervision at common risk times.
- staff taking care to lessen the opportunities for bullying, especially at those times outside school such as on Outings and Trips.
- providing further training for staff in recognising and responding to bullying.
- revisiting the policies and principles as a staff.
- maintaining a positive and open partnership with parents.

Parents at home can help deter bullying by:
- modelling for their child examples of good relationships where aggression and selfishness are not seen to reap rewards.
- providing and reinforcing clear, and consistent standards of behaviour for their child.
- maintaining a predictable, regular routine of daily life.
- teaching their child responsibility for self and others.
- teaching their child respect and consideration for self and others.
- teaching their child appropriate social skills, assertiveness and building resilience.
- supporting the school in its aims and its attempt to develop a positive, consistent and disciplined environment.
- the promotion of the Anti-Bullying concepts raised in this policy.
- monitoring their daughter or son use of internet websites, gaming platforms, mobile phones and social networking sites.

Deterring Cyber-Bullying
Harvington School attempts to lessen Cyber Bullying during the school day by having staff supervise pupil use of computers in the ICT Room and the school Ipads.

Use of these devices outside school cannot be controlled, but Harvington school tries to influence pupil use, by educating pupils about its positive and negative effects, including the potential for bullying, or being the victim of bullying. This is done through the ICT and PSHE curriculum, and the discussion of the **ESafety Policy** and its accompanying guidelines. These are discussed in ICT lessons throughout the school, and, are on the school website, for family discussion.

Promotion of the Anti-Bullying Concepts Raised in this Policy

The concepts raised in this policy are promoted and/or actively taught in:
- the aims and mission of Harvington school
- the Form system, including Form Time, Form Assemblies
- Assemblies
- The School Council
- PSHE lessons

- subject areas across the curriculum
- displays
- the school's external communication
- the website
- communications with parents

Outside Agencies Offering Support and Advice

Should it be necessary, Harvington school may draw on the support and advice of such agencies listed below, in helping both victims and perpetrators of bullying.

- Kidscape
- NSPCC
- The Anti-Bullying Alliance
- Childnet
- Stop, Speak, Support

Useful Websites:

www.bullying.co.uk www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnetint.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk

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