



# Hyde Park Schools

## Anti-bullying Policy

(Annual)

### Policy History

<b>Policy Version</b>	<b>Change Author</b>	<b>Governor Adoption Date</b>	<b>Next Review Date</b>
1	MD, YJ	January 2023	

## Hyde Park Schools Anti-Bullying Policy

*At Hyde Park Schools we are inclusive, confident and enterprising learners who are brave, curious, optimistic and kind. We are ready to embrace the future.*

To this end the Schools aim to provide an environment that promotes equality and is free from all forms of bullying.

This policy is to be read in conjunction with other policies and procedures including the ones listed on page 3.

### What is bullying

The Anti-Bullying Alliance defines bullying as, “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying is behaviour by an individual or group, usually 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online

From Preventing and tackling bullying Advice for headteachers, staff and governing bodies. Department for Education. March 2017

**At Hyde Park Junior School we consider bullying to be any behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically, socially or emotionally (In addition, bullying behaviour is usually characterised by an unequal balance of power, which makes it hard for those bullied to defend themselves.)**

**Persistent/Consistent.**

**Several Times on Purpose (S. T. O. P)**

### What is not bullying?

The rough and tumble of children’s natural play, the falling in and out of friendships, the pushing and shoving that children sometimes engage in at playtime may be considered aggressive, however this behaviour does not usually involve the wilful, conscious desire to hurt or threaten or frighten someone else, which can be overt or subtle intimidation, often pre-meditated and on-going, that is characteristic of bullying.

### Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

### Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- SEND policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- Online Safety
- Mobile Phone Policy

### Types of bullying

Type	Behaviour
<b>PHYSICAL</b>	Assault, pushing, kicking hitting, unacceptable touching (including that of a sexual nature), blocking (preventing movement through an access point), pinching, spitting, violent threats, damaging belongings or any other form of physical activity that makes a person feel threatened or intimidated.
<b>VERBAL</b>	Any words used in an aggressive manner designed to hurt or cause offence such as name calling, mocking, taunting, gossiping, spreading rumours and teasing.
<b>WRITTEN</b>	Any insults contained in note passing, threatening letters, graffiti, cyber communication, defacing any property belonging to another.
<b>PSYCHOLOGICAL</b>	Gestures, tormenting, humiliating, ridiculing, ignoring, silent treatment, excluding.

<b>CYBER</b>	Harassment. Alarm, distress or humiliation that uses internet related and telephone technology. It can be extension of face to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.
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We recognise that bullying can seriously damage a child's sense of self-worth and impact on their learning and development; affecting their confidence and ability to cope. It can lead to serious and prolonged emotional damage for an individual. Bullying can also be harmful to the perpetrator and witnesses of such incidents; it can also have a significant impact on all stakeholders within the school community by reducing levels of trust and affecting attainment and achievement.

Children learn by copying others, particularly peers and adults, and by exploring what they can and cannot do in their play and relationships. Bullying behaviour is not part of a healthy response to growing and learning. It is often used by those who have poor self-esteem, who have witnessed or been bullied by others and who find making relationships difficult.

### **Actions following an allegation of bullying**

Following an allegation, the member of staff receiving the allegation will report it to the year team leader who will carry out an investigation; a decision will be made as to whether the behaviour is bullying or other inappropriate behaviour but not bullying. The allegation and outcome will be recorded.

This investigation will include:

- talking to the children involved and others who were witnesses,
- talking to the adults who work with the children
- observing the behaviour of the children.

If the behaviour is deemed to be bullying, then Head of School will be informed and the parents/carers of both the victim and the pupil whose behaviour has been identified as bullying will be informed.

If the behaviour is judged to be other inappropriate behaviour but not bullying, then appropriate action will be taken in line with the school's behaviour policy.

### **PREVENTION**

We seek to promote an open and honest anti-bullying ethos which secures whole-school community support for our anti-bullying policy. Our staff will actively demonstrate positive behaviour and set a positive context for anti-bullying work

in our school. Pupils are supported through our Personal, Social, Health, Relationships and Economic Education (PHSRE) lessons to talk about their emotions.

**Other opportunities** – we will use other opportunities such as school assemblies throughout the year to continually promote positive behaviours and to raise the awareness of the negative consequences of bullying.

**Professional Development** – we will ensure opportunities are provided for our staff to develop their knowledge and approach to bullying and encouraging an anti-bullying ethos through appropriate training.

**Working with other agencies** - We will continue to work with our LA partners such as the Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS) and Education Psychology Service, Parent Partnership, Plymouth Safeguarding Children's Board, Health, Social Services, Advisers and Consultants who are engaged with anti-bullying work.

## Guidance for Pupils

### If you are being bullied in school:

- Talk to an adult in school that you trust and take a friend if it helps.
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You aren't doing anything wrong – they are.
- What you say will be passed on to your class teacher or Head of School. You will be taken seriously
- If you need somewhere safe, there will be a place for you to go while the problem is being resolved.

### If you see someone being bullied at school:

- Inform an adult.
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You aren't doing anything wrong – they are.

## Guidance for Parents

### If your child is being bullied or is bullying in school:

- Arrange to speak to your child's class teacher
- Talk over the problem with the teacher. Be sure of your facts. In particular, children who are being bullied can become upset, anxious and confused about what has happened
- Don't let your child talk you out of contacting us. If the problem is to be solved, you need to be open.

## **Local Authority and External Organisations involved in the reduction of bullying and bullying behaviour in Plymouth**

- Anti-bullying alliance
- Plymouth Information and Advice Support (PIAS)

**Monitoring of incidents** The Head of School will maintain an incident log to monitor all reports of bullying (see reporting form below:

**Hyde Park Junior School**

**Allegations of Bullying/Harassment Reporting Form**

Name of School.....

Name of victim.....

Name of perpetrator.....

Date of incident..... Date reported.....

Reported by ..... Reported to.....

**Details of pupils involved (name, class, gender, ethnic origin) and their role in the incident.**

Details of incident (Please attach a separate sheet if necessary) Please tick as appropriate

Disablist Incident	Homophobic Incident	Racist incident
<b>Bullying Behaviour</b>	<b>Please tick as many as are required</b>	
Name calling		
Ignoring		
Damage to property		
Taking possessions		
Verbal abuse		
Graffiti		
Physical Assault		
Spreading rumours		
Threatening		
Texting		
Emailing		
Other (be as specific as possible)		

**Frequency and Duration of the Bullying Behaviour:** \_\_\_\_\_ e.g., Several times in the past two weeks/Several times in this half term/ Persisting throughout the term Persisting for more than a term

**Action taken:** \_\_\_\_\_

**The perpetrator(s)**

- Official warning to cease offending behaviour
- Circle time discussion
- Offer of anger management/counselling
- Loss of playtime/lunchtime(s)
- Exclusion form certain areas of the school premises
- Minor fixed term exclusion e.g. lunchtime
- Major fixed term exclusion
- Permanent exclusion
- Parents informed
- Other.....

**The Victim(s)**

- Parents informed
- Offer of immediate opportunity to discuss with someone he/she trusts
- Reassurance
- Offer of continuous support/counselling
- Restoring self esteem/confidence
- Home/school book
- Playground buddy
- Helping Hands box
- Other.....

After investigation, was the allegation substantiated? **Y/N**

**Signed:** (Headteacher/ Class teacher).....





- ☐ It is made plain to the aggressor that their actions are disapproved of, the behaviour is not acceptable and will not be tolerated
- ☐ The aggressor is encouraged to see the victim's point of view
- ☐ The aggressor is sanctioned appropriately (not reacting aggressively or punitively since this gives the message that it is all right to bully if you are in a powerful position!)
- ☐ The sanction and the reason for it are clearly explained
- ☐ Colleagues are informed if the incident arose out of a situation where everyone should be vigilant
- ☐ The Head of School or member of the Senior Leadership Team (SLT) is informed (See appendix A) if the behaviour has been extreme or there have been previous similar behaviours, in order that parents can be informed, and the appropriate action taken. A letter may be sent to the parent informing them of the incident that has taken place.

### **Working with Parents:**

- We will continue to work with parents/carers to help them understand our approach with regard to bullying and bullying behaviours and will engage promptly with parents when an issue of bullying comes to light, whether their child is the pupil being bullied or investigating their behaviour.
- ☐ We understand that parents/carers of pupils who experience bullying behaviours will have a range of emotional needs to be addressed, but also play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school.
- ☐ We understand that parents/carers of those instigating bullying behaviours will also have a range of emotional needs and may need time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.
- ☐ Where parents are unhappy with the way the school has dealt with any issue, we will advise parents of our complaints procedure if the matter cannot be resolved.

We will support parents to enable them to deal with these issues through discussion and support from school staff, including our Head of School, SENCo and ELSA teaching assistants who will involve any professional partners necessary.