

**Hartford Primary School**

**Anti-Bullying Policy**

**Updated: May 2022**

**To be reviewed: May 2024**

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**Signature of Headteacher:**

**Signature of Chair of Governors:**

# Anti Bullying Policy

**Definition of 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. Bullying can be physical, verbal or psychological. It can happen face-to- face or through cyberspace.’***

# Aims

We have clear strategies for preventing, countering and responding to bullying**. Standards**

* 1. To have a named individual who is responsible for the school’s anti-bullying policy and takes the lead in ensuring effective anti-bullying practice : **Miss Fairweather (Headteacher)**
	2. To have prevention strategies in place which create a safe and respectful environment for all in the school community (see below)To have an anti-bullying policy and procedures in place which have been informed by the whole school community, including pupils, parents/carers and school staff, and are reviewed annually
	3. To have effective recording, monitoring, and reporting systems in place for bullying incidents in line with agreed procedures.
	4. To have a consistent approach when bullying occurs in line with the school policy and procedures, with support available for both the victim and the bully
	5. To have staff who are aware of their responsibilities in relation to anti-bullying and relevant training given.

Links to all standards and additional material can be found on: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk/)

# Prevention Strategies

We have clear guidelines which are described under the following headings:

* + 1. Management - including procedure for recording incident
		2. Organisation - of staff and facilities
		3. Curriculum - including No Outsiders assemblies, RSE, British Values and SMSC.

# Management

The pupils know that they can approach any member of staff to report and or discuss bullying. Every member of staff has been trained on how to handle the information / situation discreetly and in line with agreed policy. A situation needs to be created to ensure the child's privacy.

Any reports or incidents of bullying must be recorded on CPOMS. An alert will be allocated to Miss Fairweather or Mrs Cade who will investigate further.

# Method of Recording –

Accurate records are needed. We have a clear format on CPOMS for recording incidents.

Headings: - Who:

Where: When:

What Happened? Action Taken:

How was incident followed up?

Talk to each child individually and record information. If the child needs to talk fill it in later but it is important to ensure the information is agreed upon. It is important to keep to the headings when asking questions.

Decide in consultation with the Head whether to involve parents; GENERALLY, this should be a standard procedure.

Early response is an important factor in eradicating bullying and for maintaining co-operative behaviour.

Victims need support from their parents and teachers to help them to increase their self-esteem and social skills.

Children who have engaged in bullying behaviours need to develop social skills and will need help from parents and teachers to change their behaviour.

# Curriculum

Anti-Bullying awareness and social skills are included in SMSC and No Outsiders programme. We also hold a yearly Anti- bullying week to raise awareness throughout school.

# Discussion time is used by teachers to:-

Identify problems; analyse problems; discuss solutions; review progress

Pupils need to be encouraged to be assertive from an early age. These elements form a focus for each year group during our yearly RSE lessons (Christopher Winter scheme) to ensure that they become familiar with techniques to use.

* making verbal assertive statements (e.g. “I don’t like you doing that”)
* resisting manipulation and threats
* leaving a bullying situation
* enlisting support from others
* boosting own self-esteem
* remaining calm in a stressful situation

Pupils need to be made aware that observing bullying requires a response. Pupils can:-

1. Make sure that no-one is left out of a group or made to feel like an outsider.
2. Ensure that they do not smile or laugh at bullying.
3. Tell a member of staff.
4. Tell bully (bullies) to stop.
5. Show that they do not approve

# Homophobic, Biphobic and Transphobic Bullying

Homophobic, biphobic and transphobic language happen across any area of school life, including in the corridors, online and in the playground, and affects lots of different groups of pupils, not just those who are lesbian, gay, bisexual or transgender. While sometimes dismissed as ‘harmless banter’, homophobic,

biphobic and transphobic language has a damaging effect on young people’s self-esteem and, left unchecked, gives the impression that being lesbian, gay, bisexual or transgender is shameful or wrong. The prejudicial attitudes that young people can develop because of homophobic, biphobic and transphobic language can also lead to more serious bullying down the line, or in some cases, hate crimes or hate incidents that go beyond the school community.

Sometimes pupils who don’t conform to gender stereotypes experience homophobic, biphobic and transphobic language, simply because they like activities or dress in ways that don’t fit with others’ views about ‘what boys are like’ or ‘what girls are like’. The most important thing is to challenge all negative language, including homophobic, biphobic and transphobic language, in school so that everyone feels comfortable and happy to be who they are without fear of ridicule or experiencing discrimination from others.

We have a zero tolerance for the use of phrases like ‘that’s so gay’ or ‘you’re so gay’ which are the most common form of homophobic language. 99 per cent of lesbian, gay and bisexual young people report hearing the casual use of these phrases in school. These comments are sometimes directed towards people who are actually, or perceived to be, lesbian or gay. However, they are most often used to mean that something is bad or ‘rubbish’, with no conscious link to sexual orientation at all, for example ‘those trainers are so gay’ (to mean uncool) or ‘stop being so gay’ (to mean stop being so annoying). At Hartford Primary we will always challenge this use of ‘gay’, as by not doing so this can have a damaging effect on pupils, leading them to think being lesbian or gay is something negative.

We acknowledge the school’s legal duties under the Equality Act 2010 and the protected characteristics of sexual orientation & gender identity. Derogatory language – used by staff or pupils – on these same grounds is unacceptable. Derogatory language will be challenged and recorded by staff on a ‘Child Causing Concern’ form. Incidents are monitored closely by senior leadership and reports are regularly sent to governors. Appropriate follow-up actions and sanctions will be taken, including with staff who use homophobic, biphobic and transphobic language.

All members of the school community are asked to use language that is respectful of and kind towards others and that does not perpetuate stereotypes or offend others.

At Hartford Primary, we have worked alongside the Proud Trust and have gained ‘The Rainbow Flag Award’ as we have demonstrated a whole school approach to the positive inclusion and visibility of LGBT+people. We also shave shown that we have a commitment to the eradication of homophobic, biphobic and transphobic bullying.

At Hartford we also use the ‘No Outsiders’ approach (created by Andrew Moffat) which we are embedding in our ethos and has had an extremely positive impact on children’s broadmindedness related to LGBT matters.

# Seclusion / isolation rooms

In exceptional circumstances, school may place disruptive pupils in an area away from other pupils for a limited period, in what is often referred to as a seclusion or isolation room. When this occurs, school will ensure that the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare are taken into account. School will ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools will allow pupils time to eat or use the toilet. Pupils will be supervised at all times.

# Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All teaching staff and relevant support staff have been trained in ‘Team Teach’ approaches to handling children if the need should arise. A large part of this training is based on de-escalation and this is something we strive to do before the handling techniques are implemented.

# Associated resources

* 1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
	2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
	3. <https://www.gov.uk/government/publications/school-exclusion>
	4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
	5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government’s former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-forteachers>

# Legislative links

Education Act 1996

School Standards and Framework Act 1998 Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008 Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012