



Anti Bullying Policy (Pupils)

Created by: Michelle Bull September 2021

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Governor Responsibility:

Signed: Date:.....

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Anti-Bullying Policy (Pupils)

1. Commitment

The Governors and Staff at Heltwate School are committed to providing a safe and secure school environment for all our pupils and staff. It is an expectation of the school that staff or pupils are not subjected to physical or verbal abuse or harassment in any form. The Governors and Staff believe that effective teaching and learning occurs when pupils and staff feel safe and happy and free from anxiety and stress that arises from violent, aggressive or bullying behaviour. All the pupils at Heltwate School have special educational needs and may present additional disabilities, e.g. multiple learning difficulties, sensory, physical, medical need, A.S.C, challenging behaviour or any combination of these. Our approach to anti-bullying therefore needs to take into consideration on the one hand, the impact of inappropriate behaviours on our physically and emotionally vulnerable pupils, while on the other, the influence of specific types of special needs on the behaviour of some children. While the school recognises this dilemma it is also dedicated to combating both the rare cases of 'true bullying' that may occur and the possible, while unintentional, incidents that may make pupils feel threatened, unsafe or afraid. The school will act promptly and firmly to combat bullying and aspects of behaviours that may impact upon the emotional and well-being of all, whenever and wherever it occurs. Where appropriate, pupils will be made aware of how they can draw their concerns about bullying to the attention of staff, confident that these will be carefully investigated and taken seriously and acted upon. All staff will be made aware of their responsibilities for ensuring the safety of more vulnerable pupils who, because of the impact of their special needs or additional language issues, are unable to communicate issues that arise.

2. Objective of this policy.

To inform all Governors, teaching and non-teaching staff, volunteers, parents and pupils of the following: -

- An understanding of the concept of bullying and its broader definition within Heltwate School; to include dealing with prejudice related incidents.
- The school policy procedures and reporting guidelines relating to incidents and concerns relating to the wider concepts of 'bullying' at Heltwate;
- The importance of providing a safe and secure environment for all pupils and staff.

3. What do we mean by "Bullying" at Heltwate?

The school distinguishes between the inappropriate behaviours to others that arise through the impact of special educational needs and associated social or behavioural problems and those that occur through bullying.

While not underestimating the impact of any inappropriate behaviour on the physical and emotional well-being of the recipient, the approach to the management of bullying will differ.

4. What is Bullying and Harassment?

Bullying and harassment may occur between pupils, between staff at all levels, from pupils to staff, or staff to pupils. In all cases it is profoundly hurtful, disruptive and not conducive to effective teaching and learning. This policy deals with pupil to pupil incidents of bullying and harassment only. Where pupils or parents allege harassment by staff, the Head teacher should be asked to investigate. Bullying occurs where somebody knowingly commits an unwelcome act (either verbal or physical) towards an individual or group. Harassment is a form of bullying where the intention of the unwelcome act is to cause insult or injury for specific reasons connected to the recipient's identity.

Bullying has been defined in Government policy and accepted in law as:

Deliberate, hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves.

Bullying behaviour may present itself through: -

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- Violent physical attacks, i.e. kicking, biting, scratching, punching, hair pulling etc.
 - Threats, teasing,
 - Interfering with belongings,
 - Cyber bullying,
 - Ridicule,
 - The invasion of privacy,
 - Vandalism and intimidation,
 - Deliberate name calling,
 - Excluding others from games and activities.

Bullying behaviours such as the above may also present due to the actual or perceived identity of the victim or their families/carers, including their:

- Sex
- Sexual orientation
- Gender or gender-reassignment
- Race or ethnicity
- Disability
- Religion or belief

At Heltwate School, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the above protected characteristics. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of the People with Disabilities, and the Human Rights Act 1998.

The school is opposed to all forms of prejudice, and recognises the importance of addressing bullying incidents related to any of the above protected characteristics regardless of the intent of the perpetrator.

5. Signs and Symptoms

A child may indicate by signs or behaviour that he/she is being bullied or feels threatened. Adults must be aware of these possible signs and they should immediately inform the class teacher who will attempt to address the issues. These can be escalated to the Head teacher or another member of the safeguarding team.

- Changes in normal routines or behaviour,
- Shows by their behaviour they are frightened of others, i.e. defensive behaviour,
- Is unwilling to go to school,
- Clings to adults,
- Becomes withdrawn, anxious, or lacking in confidence,
- Starts stammering,
- Develops poor sleeping patterns,

- Feels ill in the morning,
- Deterioration in school work,
- Has unexplained cuts and bruises,
- Becomes aggressive, disruptive or unreasonable,
- Stops eating,
- Disclosures to staff.

These signs and behaviours may indicate other problems, but bullying should be considered a possibility and should be investigated.

6. Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying. Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

7. The Curriculum and Learning

Issues associated with bullying and its management will form part of the existing curriculum. Many occasions during school can be used to raise awareness of bullying, its effects and how to handle being bullied. These may include PSHCE, Citizenship, playtimes, assemblies, R.E., circle time, RSE, Preparing for Adult Life and topic work. These may involve:-

- Developing appropriate interactional and social skills,
- Exploring feelings and emotions,
- Exploring the impact of a person's behaviour on others,
- Exploring the hurt bullying behaviour may have on others,
- Role play to explore such feelings,
- Being kind to others, sharing,
- Developing group skills,
- Developing strategies that address challenging bullying behaviour,

- Not allowing someone to be deliberately left out of a group,
- Telling a member of staff what is happening,
- Telling the bullying student that they disapprove of his or her actions,
- At all times staff will promote and model co-operative behaviour and anti-bullying values,
- Discussions and agreement of school, class and playground rules (golden rules),
- Identifying and celebrating individual differences and talents and promoting mutual respect for all.

8. Report and Responding

We treat all incidents of bullying with the utmost gravity and encourage all the members of the school community to report incidents and work together against it. All incidents should be recorded by staff on IRIS. Support will be given to both the victim and the bully. The victim will be helped to overcome the trauma of the incident(s). The bully will be helped to find out the reasons they are bullying and work to eradicate the incidents of bullying. Incidents of bullying are monitored and analysed through IRIS.

Clear and well publicised systems for reporting bullying are in place for all, this includes those who are the target of bullying or who have witnessed bullying behaviour (bystanders). Students are encouraged to talk to any adult within school who will then act on the concerns raised. It is recognised that some pupils will have a preferred or more familiar adult that they are more comfortable talking to. Some non-verbal pupils are supported to make their concerns known via symbols, signing and gestures or changes in behaviour. Adults at Heltwate School are experienced in recognising these potential changes in behaviour.

Parents / carers are encouraged to contact the class teacher or Senior Leadership in school via telephone, letter, email or Class Dojo to express any concerns they have relating to bullying.

All staff and visitors are encouraged to report any concerns regarding observed or reported bullying to the class teacher or staff member they are with.

Bystanders are encouraged to report any concerns regarding observed or reported bullying to a member of Heltwate School staff.

The following steps may be taken when dealing with incidents (example):

- If bullying is suspected or reported, the incident should be dealt with immediately where appropriate by the member of staff who has been approached
- A clear account of the incident must be recorded on IRIS
- Class teachers will be kept informed
- Parents will be kept informed if repeated incidents have been recorded
- Punitive measures will be used as appropriate
- The Police should be notified if appropriate

Children and young people who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice who listens and takes the situation seriously
- Reassuring the child / young person
- Offering continuous tailored support as appropriate
- Restoring self-esteem and confidence.

Children and young people who have displayed bullying behaviour will be helped by:

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing and their need to change and identify available support
- Informing and supporting parents or carers to help change the child or young person's attitude
- Maintaining ongoing communication with parents or carers

In the event of prejudice-related incidents and bullying:

- The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in Section 4 of this policy, including: prejudice around disability and special educational needs, racism; including racism directed against Travellers, refugees and people seeking asylum, prejudices against religious groups and communities; for example, antisemitism and Islamophobia, sexism, homophobia, biphobia and transphobia.
- The school adopts the working definition of a prejudice-related incident, in the same way that it has been adopted by the police and government as a result of the recommendations for a definition of racist incidents by The Stephen Lawrence Inquiry, and has since been extended to cover all incidents related to the protected characteristics set out by the Equality Act 2010:

'A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person'

- The school will record and investigate any incidents of bullying perceived as prejudice-related. It may be decided at the end of the investigation that the incident was not prejudice related, but the reasons will be explained to all parties involved.
- It is important to note that in the Equality Act 2010 there is no mention of intention, as intention does not change the impact of the action on the victim, their family, or the school community. Intention is however important when considering the actions that need to be taken with the perpetrator, for example: A student uses a racist term to describe another student. After investigation, it is found that the student had heard the term on a game and was unaware of the term's meaning or history. The school response includes restorative work with victim and perpetrator, and responsive PSHE work to improve student knowledge.

The following disciplinary steps may be taken:

- Warnings to cease offending
- Withdrawal of privileges
- Exclusion from certain areas of premises
- Internal/ fixed-term or permanent exclusion
- Police involvement

9. Responsibilities of the School and Each Individual Member of Staff

The school and each individual member of staff have a responsibility to:-

- Have a clear understanding of the school policy,
- Provide a safe and secure environment for all,

- Respond promptly, report and record issues of bullying,
- Promote through the curriculum the development of appropriate responses to inappropriate behaviour and an awareness of the impact of one's own behaviour on others,
- Provide/attend appropriate training opportunities.

10. Responsibilities of Parents/Carers

- Report any concerns immediately to the school,
- To be alert to and inform the school about significant behaviour changes and signs of distress to their children,
- Commit to the home/school contract, and abide by that agreement,
- to work in partnership with the school on encouraging positive behaviour, valuing differences and promoting a sensitivity to others;
- Inform staff of changes in individual pupil circumstances which may affect the ways in which pupils respond to school life.

11. links to other policies and practice.

This policy links with a number of other policies, practices and plans.

- Behaviour policy
- Complaint's policy
- Safeguarding and Child Protection documentation
- Online Safety and acceptable use policy
- Curriculum Policies
- The Equalities Act and associated policies.

Supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk

- Young Carers: www.youngcarers.net Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org • Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk • UK Safer Internet Centre: www.saferinternet.org.uk LGBTQ
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational