

***“We want everyone at Hillingdon Primary School to be happy, caring and independent.  
Our school is a place where we learn together, doing our best to achieve success.”***

## **Anti-Bullying Policy** **(Reviewed Dec 2022)**

*Remember – bullies are just upsetting you because you are greater than them at something or you have something they always wanted. Always tell an adult and do not worry because you are the one trying to make the school a better place.*

*Pupil of Hillingdon Primary School*

### **1. Key statement:**

We believe that all pupils have the right to learn without fear of bullying. We do not tolerate the oppression of one person by another. We believe that this policy can only be effective if pupils, parents, staff, and the wider school community work together in partnership to make it a reality.

### **2. Guidance Objectives:**

- 2.1 To prevent, de-escalate and stop any harmful behaviour
- 2.2 To react to any bullying incidents in a reasonable, proportionate and consistent way
- 2.3 To safeguard any pupil who has experienced bullying behaviour and to provide support for the pupil
- 2.4 To apply sanctions to the pupil causing the bullying and to ensure that they learn from the experience, possibly with the support of outside agencies
- 2.5 To ensure that children have opportunities to discuss the impact of bullying across the curriculum
- 2.6 To ensure that all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is
- 2.7 To ensure that all teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- 2.8 To ensure that all pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- 2.9 To assure pupils and parents that they will be supported when bullying is reported.

### **3. Relationship to Other Policies:**

This policy complements and is informed by the following school policies and agreements:

- Pupil Behaviour Policy
- Online Safety Policy
- Home, School, Partnership Agreement
- Equalities Policy
- Safeguarding Policy
- Acceptable Use & Internet Agreements
- Positive Handling Policy
- Complaints and Concerns Policy

### **4. Definition of Bullying:**

- 4.1 At Hillingdon Primary School bullying is defined as behaviour by an individual or group, usually repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally.
- 4.2 Bullying may take many forms but it usually falls into one of four main types:
  - a. Verbal: name calling, persistent teasing, mocking, taunting and threats.
  - b. Physical: physical attacks, intimidating behaviour, theft or intentional damage of possessions.
  - c. Emotional: excluding, ridiculing, humiliation and spreading rumours.

d. Cyber-bullying.

- 4.3 Bullying may be related to race, religion, culture, appearance, academic ability, disabilities, sexual orientation, perceived lack of prosperity. Bullying is usually fuelled by prejudice and is not tolerated.
- 4.4 Bullying is **not** the occasional argument or disagreement that may take place from time to time.

**4.5 Child friendly definition:**

*'There are many different forms of bullying. This can include cyber bullying (bad messages on social media) Verbal bullying (calling someone names) physical bullying (hitting, punching or kicking someone) and finally social bullying (excluding someone). Bullying is intentional and repetitive. Bullying should not be tolerated in our school. If you see someone being bullied you should always tell someone. (Year 6)*

*'If you are being bullied, tell an adult. Do not worry and do not give the bully any attention. You are the one trying to make the school a better place. If you see someone being bullied try to help them and not hide or look away. Remember, bullies are just upsetting you because you are greater than them at something or you have something they always wanted. Bullies, remember, if you hurt someone in any way, you could get into big trouble. Finally, bullying is not cool, it is upsetting, not nice and it is not good enough.'* (Year 6)

**5. Definition of Cyber-bullying**

- 5.1 Cyber-bullying, also known as on-line bullying, is when a person or group of people use the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. Cyber-bullying is particularly damaging as the abuse is inescapable.
- 5.2 Behaviour that is classed as cyber-bullying includes, but is not limited to:
- Sending abusive, nasty or threatening messages to someone via text message, email, instant messaging or chat rooms.
  - Abusing personal information: sharing someone else's photos or personal information without that person's consent to deliberately cause harm or humiliation. This could include pretending to be someone else and writing fake comments or blogs.
  - Blackmail, or pressurising someone to do something online they do not want to, such as sending a sexually explicit image.

**6. Effects of Bullying**

We recognise that bullying can have serious long lasting effects, even after the behaviour has stopped. Bullying doesn't just have a negative impact on the target, but everyone who is exposed to the environment in which it occurs. Children who are bullied are more likely to have low self-esteem, develop depression, become socially withdrawn, isolated and lonely, have low academic achievement and struggle with forming trusting, healthy relationships. Children who bully are more at risk of criminal behaviour, developing depression or anxiety and becoming abusive adults. Witnessing bullying can make a child feel powerless, fearful and guilty.

**7. Legislation**

- 7.1 The school has a legal requirement, under the Education and Inspections Act 2006, the Independent School Standard Regulations 2010 and the Equalities Act 2010 to protect children from bullying and discrimination.
- 7.2 Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, following referral to the Co-Principals, the Pastoral Care Manager may report their concerns to their local authority children's social care
- 7.3 Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence.
- 7.4 If, following referral to the Co-Principals, the Pastoral Care Manager feels that the misbehaviour could be criminal or pose a serious threat to a member of the public, the police should be informed. Please see section 9 for further information.

## **8. Bullying Beyond the School Gates**

- 8.1 This guidance applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips, residential trips and representing the school outside of normal school hours, for example in a sporting event.
- 8.2 Bullying, including cyber bullying, of and by any of our pupils will not be tolerated. Any form of bullying outside of normal school hours will be subject to the same sanctions as if the bullying had occurred on the school premises, during the school day.
- 8.3 Parents should inform their child's class teacher or the Pastoral Care Manager of any bullying issues that occur outside of school involving other agencies such as the police, and if available provide details of the investigating Police Officer and crime reference number.

## **9. Cyberbullying**

- 9.1 Cyberbullying can be a criminal offence and as a result, the School may, with the consent of the parents / carers of the child being bullied, refer complaints involving allegations of cyberbullying to the local Community Support Officer or police for support prior to investigating locally.
- 9.2 In all instances where a matter is referred to the police, the School will suspend any investigative work pending authorisation from the police that it is appropriate for them to continue. This is to ensure that the School does not jeopardise any criminal investigation.

## **10. School procedures for dealing with bullying behaviour:**

- 10.1 The school aims to prevent bullying via the promotion of a considerate, co-operative ethos through our Personal Development programme; assemblies dealing with positive social behaviour; the exploration of other cultures and faiths in RE lessons and other areas of the curriculum; promotion of e-safety and the appropriate use of the internet; the rewarding and promotion of desirable social behaviour through 'circle time' where children have an opportunity to discuss problems and friendships as well as affirming each others' positive qualities.
- 10.2 Initial concerns are always recorded by staff. This early identification and recording of patterns of behaviour can form an important evidence base which helps to detect bullying.
- 10.3 Any accusations of bullying will be dealt with quickly, thoroughly and sensitively by teachers and by the Pastoral Care Manager:
  - a. By investigating the incident/s through discussion with the children involved, witnesses and staff;
  - b. By recording the incident as appropriate to the age of the child – orally, written or drawn;
  - c. By responding to the bullying through appropriate sanctions, guidance and support, insisting on the child taking responsibility for their actions; and
  - d. By responding to the child who is being bullied through active listening, support and protection.
- 10.4 Where cyberbullying is suspected, teachers may exercise their specific power to search for inappropriate images (or files) on electronic devices including mobile phones that are held on the school premises (Education Act 2011).
- 10.5 Bullying behaviour will be reported to parents of both the victim and the person causing the bullying. The school will work with parents to ensure the situation is resolved quickly. Parents of those involved will be kept informed of the actions that the school is taking.
- 10.6 Appropriate sanctions will be taken against the bully and support given to the victim. These sanctions may include removal from areas of the school where the bullying took place, in-school or external exclusion. All sanctions will be proportionate and fair.
- 10.7 Outcomes of school intervention will be:
  - a. The person being bullied is kept safe.
  - b. The person being bullied feels reassured that they are not responsible for what has happened.
  - c. The behaviour of the instigator is changed and they are aware of the impact of their behaviour
  - d. The underlying causes of the instigator's behaviour are discussed and support is given
  - e. Skills needed to manage any further situations are developed
  - f. Sanctions and rewards are applied in line with the school's behaviour policy.

## **11. Procedures for parents:**

- 11.1 Any concerns with another pupil's behaviour should generally be addressed to the class teacher. However if a parent feels bullying is an issue they should talk directly to the Pastoral Care Manager. The Pastoral

Care Manager will involve the class teacher in discussions, and relevant members of staff to help resolve the issue.

- 11.2 Where cyber-bullying is a concern, it is good practice to save and share any evidence with the Pastoral Care Manager: please refer to Annex 2 for advice on blocking the cyber-bully and recording the evidence.
- 11.3 The school, the child and their parents will work together to ensure that any bullying is stopped and that support is given where needed.
- 11.4 Parents should not confront the bully or their parents. This can further complicate the situation and distress the pupil.
- 11.5 The Assistant Principals and Vice Principal are always informed of any bullying concerns and monitor the situation carefully. They will always become involved with any serious incidents of bullying and accelerate them to the Co-Principals.
- 11.6 Parents can also accelerate their concerns directly to the Co-Principals if they feel it is necessary.
- 11.7 If parents feel that their complaint has not been dealt with sufficiently they should follow the complaints policy, published on the school website.
- 11.8 It can be upsetting for parents to be informed their child is responsible for bullying another child, however we insist on parents' support in imposing sanctions against any child who has been involved in bullying another pupil to deliver a strong, united message that the behaviour will not be tolerated. We will work with parents to find out the underlying cause of the bullying with the aim of supporting all involved and preventing the behaviour from happening again.

## **12. General Procedures for pupils:**

- 12.1 The school has a 'don't stay silent' ethos - pupils are expected to inform a trusted adult if any bullying behaviour is seen or heard about.
- 12.2 Pupils who feel they are being bullied are encouraged to talk to a trusted adult and are reassured that the matter will be dealt with sensitively.
- 12.3 Pupils are encouraged to ask for help from a trusted adult if bullying takes place outside of school.
- 12.4 Pupils are encouraged to inform a trusted adult if bullying takes place on-line, via text message or any other communication technology. Specific guidance for pupils to help them effectively report and stop cyber-bullying can be found at Annex 2.

## **13. Teaching about bullying/Prevention:**

- 13.1 The school creates opportunities to teach about bullying in different areas of the curriculum.
- 13.2 Personal Development units of work deal directly with bullying.
- 13.3 Computing lessons include E-Safety guidance such as strategies for dealing with safety when on line and how to tackle cyber-bullying.
- 13.4 The school celebrates Anti-Bullying Week, and work produced during that week is dedicated to promoting awareness of bullying behaviour and strategies for combating it.
- 13.5 Teachers receive training in identifying and dealing with bullying behaviour.
- 13.6 Anti Bullying forms part of the Healthy Schools programme.
- 13.7 Bullying is dealt with regularly as an issue – a 'drip, drip' approach to sustaining awareness of bullying behaviour and how to challenge it.

## **14. Being Vigilant to Signs of Bullying:**

Children do not always ask directly for help or discuss their concerns openly. When bullying is involved, they may feel at fault or anticipate that there will be negative repercussions if they tell an adult. Changes in a child's behaviour and body language cannot indicate for certain that bullying is happening. However, parents and staff members should be aware the following signs may indicate that something is wrong.

- Unexplained injuries;
- Lost or broken possessions;
- Low self-esteem;
- A loss of friends;
- Withdrawing from social situations;
- Change in attitude or behaviour;
- Difficulty sleeping or bed wetting;
- Not attending school regularly: being reluctant to attend school or feigning sickness;
- Declining grades and a lack of interest in school – not participating in class discussions;
- Self-destructive behaviour;

- Refusal to talk about what is wrong;

## 15. Role of Parents

15.1 The NSPCC advocates that we can all play a part in helping to keep children safe from bullying. The NSPCC and Kidscape have published some useful tips for parents to help protect their children on their websites, [www.nspcc.org.uk](http://www.nspcc.org.uk) and [www.kidscape.org.uk](http://www.kidscape.org.uk). The tips include:

- Talking to your child about bullying and cyberbullying;
- Making sure they know who to ask for help; and
- Teaching them how to stay safe online: this includes guidance on setting up parental controls and appropriate adult supervision for Primary School aged children

15.2 Parents should be alert to situations that may put children at risk of cyber-bullying; for example allowing unrestricted access to social media sites such as YouTube, Instagram or Whatsapp.

15.3 Parents are encouraged to speak to the Pastoral Care Team for guidance or advice on supervising their child's online activity or speaking to their child about bullying in more general terms.

## 16. Role of the Senior Leadership Team:

16.1 To create and monitor an effective behaviour management policy with provision for dealing with bullying

16.2 To create an environment in which children feel safe to learn.

16.3 To use the procedures in this policy to deal with incidents of bullying behaviour

16.4 To inform the school community of the policy regarding bullying.

16.5 To take responsibility for assessing the risk within the school of bullying behaviour occurring – eg playground duties, monitoring of lunchtimes etc

16.6 To develop a curriculum and ethos that promotes caring and cooperation as valued personal attributes and offers opportunities for the issue of bullying to be raised

16.7 To provide professional development for all staff in identifying and managing bullying behaviour.

16.8 To deal with complaints if parents feel that incidents are not dealt with adequately and adapt policies accordingly where appropriate.

## 17. Role of the Co-Principals:

17.1 To develop whole-school policies that meet the law and school-inspection requirements.

17.2 To ensure these policies are readily available to parents and are published on the school website.

17.3 To promote a school climate where bullying and violence are not tolerated and cannot flourish.

17.4 To continually develop best practice based on knowledge of what works.

17.5 To review the school anti-bullying policy regularly and, as a result, the policy and procedures are updated as necessary (unless bullying becomes a prevalent issue.)

17.6 To ensure that curriculum opportunities are used to address bullying.

17.7 To ensure that pupil-support systems are in place to prevent and respond to bullying.

17.8 To have addressed school-site issues and promoted safe play areas.

17.9 To ensure that all staff are aware of the importance of modelling positive relationships.

17.10 To work in partnership with parents, other schools and with children's services and community partners to promote safe communities.

17.11 To investigate formal complaints if parents feel that incidents are not dealt with sufficiently well.

## Sources:

- Healthy Schools – Anti-Bullying Guidance for Schools
- Healthy School Tower Hamlets – Towards a safer and bully free school
- DCSF Publication - Safe to Learn
- Kidscape
- ConnectSafely.org
- DfE Guidance - Preventing and Tackling Bullying October 2014
- Pupils, parents, staff and governors of Hillingdon Primary School

*Reviewed in September 2024 to reflect new senior leadership structure*