



# HERITAGE HOUSE SCHOOL

## ANTI-BULLYING POLICY

**Approved by:** [ FGB ]

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## **1. Context**

Heritage House School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. Heritage House School is committed to providing a safe environment for all learners, staff and visitors and consequently takes bullying and its impact seriously. Learners and their families should be assured that known incidents of bullying will be responded to promptly and appropriately.

This policy is based on the DfE guidance “Preventing and tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance, “Keeping Children Safe in Education”.

This policy complements and supports the following policies;

- Behaviour Policy
- Child Protection/Safeguarding Policy

The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school. 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, the Designated Safeguarding Lead and Senior Leadership Team will report their concerns to their local authority children’s social care.

## **2. Aims and Responsibilities**

The aim of this policy is to work together to ensure that our school is a safe place for all learners, staff members and visitors. This policy is to help all members of the school community deal with bullying when it occurs and. Even more importantly, prevent it.

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and

reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

- The Governors will take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly.
- Parents/carers will support their children to work in partnership with the school
- The school will ensure that learners understand this policy and why it is important at an appropriate level for their understanding.

### **3. What is bullying?**

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally. (DfE “Preventing and Tackling Bullying”, July 2017) Many experts say that bullying involves an imbalance of power between the perpetrator/s and victim. Bullying is recognised by the school as being a form of child on child abuse.

The main components that determine bullying behaviours are as follows:

- Repetition: Bullying behaviours happen more than once
- An imbalance of power: bullies use their power - physical strength, access to embarrassing information or popularity to control or harm others intentionally
- A behaviour or action is done with the intention to cause harm to another person or group
- Bullying may be related to race, gender, religion, culture, appearance or health condition, home circumstances, sexual orientation etc.

Signs of bullying may include;

- Unwillingness to come to school
- Withdrawn, nervous or change in behaviour

- Complaining about missing possessions
- Refusal to talk about the problem
- Damage or refusal to complete work
- Clinging to adults
- Self-harm
- Feigns illness/ pain
- Is bullying other children or siblings
- Appetite irregularities
- Is nervous when a cyber-message is received

The above list is not exhaustive, if you are concerned about your child displaying any of the above signs or changes in behaviour please contact the Designated Safeguarding Lead immediately.

**Designated Safeguarding Lead** is Jacqueline Clearkin (Headteacher)

**Deputy Designated Safeguarding Leads** are Kathryn Dean (Deputy Head), and Sarah O'Donnell (Family Advocate).

#### **4. Prevention**

Heritage House School strives to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated. We will not only respond to instances or disclosures of bullying, we will implement a vigilant and preventative approach throughout the school. This consists of school staff proactively managing issues between peers that may provoke conflict. This may involve supporting learners to understand issues of difference as part of the curriculum, through the delivery of assemblies and through personalised planning (this may include discussions and/or the use of visual supports such as social

stories), supporting emotional regulation and the development of communication skills, and effective relationships between staff and learners. Staff model respectful behaviour (please refer to staff Code of Conduct).

Staff contribute to creating and maintaining a welcoming and supportive environment for learners and parents/carers. Well-being is promoted and staff ensure the safeguarding of all learners. Staff monitor and promote exceptional behaviour throughout the school day and use their extensive knowledge of learners, and strong relationships with home, to recognise any changes to behaviour and listen to what learners are communicating via their preferred communication systems.

Learners at Heritage House typically experiences differences with their communication, social interaction and empathy which can affect on the impact their behaviour has on others or to self-manage their behaviour. These differences can mean that they are less likely to intentionally 'bully' others, although behaviour that could be bullying can occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect may still be the same therefore must be addressed.

The way staff members deal with such incidents of behaviours of concern should take account all individual needs.

The school promotes a value of respect for staff and other learners, and an understanding of how an individual's actions affect others.

We recognise that unstructured time can prove difficult for some of our learners and this is when bullying behaviour may be more likely to occur. Effective supervision of the playground and recreation areas means that staff are constantly visible and vigilant. Structured play and recreation activities are organised for learners across the age range. Learners also have access to quiet spaces during leisure time.

During lunchtimes, staff support learners with their social and self-help skills; this helps to foster positive behaviour during these periods.

Heritage House School ensures that monitoring and filtering software is effective in protecting learners from cyber bullying.

## 5. Forms of bullying

Bullying can happen to anyone. Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Verbal** saying or writing mean things. This could include; teasing, name-calling, inappropriate comments, taunting, spreading hurtful or untruthful rumours, threatening to cause harm.
- **Physical** involving hurting a person's body or possessions. Physical bullying includes; hitting, kicking (or any use of violence), spitting, taking or breaking someone's things.
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Cyber-bullying** is bullying that takes place over electronic devices and can include sending, posting or sharing negative, harmful, or false content about someone else (including photos or videos). It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are;

- Social media such as Facebook, Instagram, snapchat.
- Messages by phone and/or text (including voice and video messages, text and photos)
- Instant messages such as email, social media, or device apps
- Online gaming platforms
  - Prejudicial bullying (against those with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality of culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Actions to take if you witness or suspect bullying or If you are being bullied:

- Tell an adult straight away. This can be any of the adults in school or an adult at home (they can always talk to school for you). There is always someone that can help you.
- If you do not want to talk to somebody you can write your worries down and pass this to any adult in school or an adult at home.

If you see someone being bullied:

- Tell an adult straight away
- Do not join in

Advocates for learners must report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow learners to express their feelings. Learner communications must be listened to.

## **6. Parent partnership**

The support of parents/carers is vital in preventing bullying and children can often feel more comfortable in talking to the adults within their home.

We ask that you;

- Look out for any signs that your child may be a victim of bullying
- Monitor their use of technology appropriately, this may be close supervision when your child is using electronic devices or putting parental controls on your home's internet/children's individual devices. You can learn the steps to take in how to

keep children safe online via NSPCC: <https://www.nspcc.org.uk/preventing-abuse/keepingchildren-safe/online-safety/>

- Contact the school immediately and speak to your child's class teacher or the Designated Safeguarding Lead, all reports of bullying are shared with the Headteacher
- Work with us to establish the facts and support your child
- It is expected that parents/carers will model appropriate behaviour and conduct when addressing any conflict for their child, this includes when intervening online. Parents are not encouraged to message other children on behalf of their own online.

## **7. Responding to incidents of bullying**

Every member of staff has a responsibility to report any incident of bullying that comes to their attention. If we become aware of any bullying taking place we will deal with the issue immediately. Staff will take all reports of bullying seriously and immediately intervene, carefully reviewing the reasons why bullying may be occurring on a case by case basis so that appropriate support can be put into place. We aim to use positive methods to create and restore relationships and appropriate behaviours.

All behavioural/bullying concerns are reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads. CPOMS is used to log all reports of bullying to ensure patterns in behaviour can be monitored and reviewed.

School will liaise with parents/carers regarding any concerns or incidents of bullying and agree an appropriate time to review the original concern.

We will spend time supporting all learners involved in bullying to support understanding that an action was wrong and endeavour to support them to change their behaviour in the future. The voice of any victims of bullying will be gained and the learner will be reassured and supported. The context of the incident has an impact on the actions required, and peer resolution will be promoted when appropriate. All reports of bullying will be recorded to ensure that incidents and appropriate actions can be monitored and reviewed.

If the issue persists, then further support meetings (with parents and staff) will be held.

If internet/ social media-based bullying is suspected within the school day, steps will be taken to check if the filtering and monitoring software protection can be improved.

## **8. Bullying outside the school premises**

The Department for Education state: 'School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.' (DfE Preventing and tackling bullying; 2017).

Where a learner or parent/carer informs us of bullying off the school premises we will;

- Talk to learners about how to avoid or manage bullying outside of school
- Talk to the Headteacher/Designated Safeguarding Lead of any other school whose learners are bullying
- Talk to the police where this is deemed necessary

## **9. Creating an anti-bullying culture**

The school's behaviour policy explains how we promote positive behaviour in school to create an environment where learners display positive behaviour, abilities and attitudes whilst promoting self-esteem and encouraging mutual respect. This is implemented within the school day through role modelling, and praising, rewarding and celebrating the success of learners. We also utilise the school's curriculum and promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practiced.

Our aim is to create a culture where bullying is not accepted by anyone within the school community. Our curriculum is used to;

- Raise awareness about bullying
- Increase understanding for victims of bullying and support in building an anti-bullying ethos

- Teach learners how to regulate their emotions and constructively manage their relationships with others
- Themed weeks, themed assemblies, role play, external workshops/visitors are used to show what learners can do to prevent bullying, and to create an antibullying culture in school.

The school endeavours to ensure that all learners know the difference between bullying and 'falling out'.

External support is available regarding anti-bullying and useful links are;

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Childline: 0800 1111
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk/parents/](http://www.thinkuknow.co.uk/parents/)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- National Bullying Helpline: [www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)
- The Diana Award: <https://diana-award.org.uk>
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: <https://carers.org/about-us/about-young-carers>
- UK Council for Child Internet Safety (UKCCIS): [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

## 10. Monitoring, evaluation and review

The school will review this policy every year and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and

through ongoing feedback from staff and learners. The policy will be promoted and implemented throughout the school and training will be given to staff as part of their induction package to ensure that all staff are aware of their responsibilities and how to implement them.

## **11. Related school Policies**

Behaviour for Learning Policy

Child Protection Policy

Online Safety Policy

Equality information and Objectives

RSHE Policy

Exclusions policy