



HERITAGE HOUSE SCHOOL

ANTI-BULLYING POLICY

Approved by: [FGB]

Date: [21st September 2022]

Last reviewed on: [September 2021]

**Next review due
by:** [September 2023]

CONTENTS

1. Context
2. Aims
3. What is bullying?
4. Prevention
5. Forms of bullying
6. Parent partnership
7. Staff
8. Bullying outside the school premises
9. Creating an anti-bullying culture in school

1. Context

Heritage House School is committed to providing a safe environment for all learners and consequently takes bullying and its impact seriously. Learners and their families should be assured that bullying is not tolerated and known incidents of bullying will be responded to promptly and appropriately.

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

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.

- All governors, staff, learners and parents/carers should have an understanding of what bullying is.
- All governor, staff, learners and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.

3. What is bullying?

Bullying is unwanted, aggressive behaviour that involves an intentional imbalance of power between the bully and the victim which is repeated over time. Bullying may occur by an individual or group. 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 or change in behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Damage or refusal to complete work
- Complaining about physical pain
- Self-harm
- Feels ill in the morning before school
- Is bullying other children or siblings
- Stops eating
- 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 Bowers (Assistant Head), Tracey Walker (Administrator) and Sarah O'Donnell (Family Advocate).

4. Prevention

Heritage House School 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).

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.

5. Forms of bullying

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, threatening to cause harm.
- **Physical** involving hurting a person's body or possessions. Physical bullying includes; hitting (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. 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.
- Text messages
- Instant messages such as email, social media, or device apps
- Online gaming platforms such as Xbox, PlayStation

Homophobic, biphobic and transphobic bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual, transgender or questioning their sexual and/or gender identity (LGBTQ+). Like other forms of bullying, homophobic bullying can be physical, verbal or indirect. Often it is the language that can distinguish it from other forms and the motivation of the bullies is specific.

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

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. Staff

- Contribute to creating and maintaining a welcoming and supportive environment for learners and parents/carers
- Promote the wellbeing and ensure the safeguarding of all learners
- Monitor and promote exceptional behaviour throughout the school day
- Take all reports of bullying seriously and immediately intervene

- Report all behavioural/bullying concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads
- Log all reports of bullying to ensure patterns in behaviour can be monitored and reviewed
- Liaise with parents/carers regarding any concerns or incidents of bullying and agree an appropriate time to review the original concern.

If we become aware of any bullying taking place we will deal with the issue immediately.

We will spend time talking to the learner who has experienced bullying and explain why the 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.

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; <https://www.anti-bullyingalliance.org.uk/>
<https://www.beyondbullying.com/>
<https://www.childline.org.uk/>
<https://www.kidscape.org.uk/>
<https://www.nspcc.org.uk/>
<https://www.thinkuknow.co.uk/parents/>

Childline: 0800 1111