



The Horsell Village School

## Anti-Bullying Policy

School Name: The Horsell Village School

Date: Summer 2022

Review Date: Summer 2023

Date shared with LGC: Summer 2022

Date shared with Staff: Summer 2022

Kindness to yourself

Kindness to others

Kindness to the World

Here at The Horsell Village School, we aim to provide a safe, caring and nurturing environment that enables all children to effectively learn, increasing their life chances and help them to maximise their potential.

Bullying affects everyone, not just the bullies and the victims. It affects those who watch bullying take place and friends and family of the bullies and the victims. Bullying is not and should never be an inevitable part of school life or a necessary part of growing up.

Our Behaviour and Well-being Policy is preventative and is based on the key principle that behaviour and well-being are interlinked. We aim to promote and develop the emotional well-being of every child in order to provide them with the skills set to develop effective self-regulation skills and behaviours for learning. The policy applies to all people in the school, not just pupils.

### **Objectives:**

- To educate everyone as to what bullying is
- To reduce bullying incidents in our school
- To ensure that incidents are disclosed and dealt with quickly and appropriately by a responsible adult.

### **Designated Anti-bullying leads:**

- Jane Reeve ( Headteacher)
- Jo Richardson ( Senior Leader)

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies and, at the present time, has general responsibility for handling the implementation of this policy.

The responsibilities are:

- Policy development and review involving children, staff, governors, parents/carers and relevant local agencies
- Co-coordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate

### **We are proud to be an anti-bullying school.**

At our school Personal, Social , Health and Economic Education is an important aspect of our curriculum and through it we enrich children's knowledge and understanding on how to show respect and kindness. This is underpinned by our school motto 'Kindness to yourself, Kindness to others, Kindness to the World'

### **What is bullying?**

The Government defines bullying as: 'Behaviour by an individual or group usually **repeatedly** over time, that **intentionally** hurts another individual or group either physically or emotionally'.

Bullying can be defined as when someone is deliberately being hurtful to another on a regular basis and where the power is all on one side (i.e. with the bully). It should not be confused with 'relational conflict' whereby two or more children get into conflict but the dispute is equally provoked and both sides have been hurtful to the other.

In this school, we acknowledge and respond to behaviour, either affirming it or correcting it. There is a 'no blame' culture which means that we do not describe the person, only the behaviour. There are no mean, nasty people in this school, but there may be instances of mean, nasty behaviour.

We teach assertive behaviour: by that we mean the ability to express our rights without infringing on the rights of others, in a way which is warm, clear and sincere.

### **What are the different types of bullying?**

Bullying has many characteristics. These include name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

The school also needs to be informed of incidents outside school, which may affect relationships during the school day. To encourage a culture of openness, our school has an open-door policy and adults are available and accessible for pupils to talk to informally at planned times across the school day e.g. before break times.

All of these types of characteristics can be grouped into the following:

- Bullying related to race, religion or culture,
- Bullying related to special educational needs or disabilities,
- Bullying related to appearance or health conditions,
- Bullying related to sexual orientation,
- Bullying related to home circumstances and
- Sexist or sexual bullying.

The Horsell Village School will accept none of the above behaviours from staff or pupils.

### **Who is covered by this policy?**

This policy covers all children at The Horsell Village School. It also covers the bullying of school staff whether by students, parents or other members of staff.

Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

### **Proactive Strategies:**

Bullying is always dealt with as a serious matter. All forms of bullying are recorded and monitored. Pupils understand that this behaviour is not tolerated. To make it simple the children are taught:

S T O P

**S** -several  
**T** – times  
**O**- on  
**P**- purpose

**S**- start  
**T**- telling  
**O**- other  
**P**- people

The school embraces the Values Education approach which encompasses all interactions in school, between pupils and staff, amongst staff and amongst pupils. In addition to the named strategy above, our school values and school motto we also use the following strategies to help prevent bullying:

- PSHE Lessons- based on the Jigsaw mindfulness approach to PSHE program.
- Reflections linked to our values, life skills and healthy relationships.
- Annual Friendship week
- School Council
- ELSA
- Social skills groups
- Lunchtime leaders buddy system
- Information and guidance for parents, as well as listening and responding to parent views



### **Intervention:**

We acknowledge that bullying is often covert. It can happen without adults being aware, and the first inkling is when a child expresses concern, or when a parent does, on behalf of a child.

These concerns will always be taken seriously through a structured approach.

- 1 The facilitator (usually class teacher, sometimes steering group or Headteacher) will sensitively question the victim to establish what is happening, and how the victim is feeling.
- 2 They will explain what is going to happen next and help the victim articulate feelings: 'When X does...it makes me feel...'
- 3 They will then (if appropriate) meet with the perpetrator to allow them to articulate what happened and how they are feeling.
- 4 They will invite children, the victim and the perpetrator, to a place which is private and comfortable and where a discussion can take place without interruption.
- 5 The victim is invited to speak directly to the perpetrator using assertive vocabulary....'When you...I feel...'
- 6 The perpetrator is then asked to describe how the victim is feeling.
- 7 The facilitator then asks both children to suggest how the situation might be resolved.

### **Advice for Parents of Child Who Is Bullying or exhibiting bullying behaviour:**

If your child is bullying, they could be copying the behaviour of other people at home or at school; or perhaps they haven't learned better ways of mixing with their friends. Friends may be encouraging bullying, or your child may be going through a difficult time and acting out aggressive feelings.

### **To stop your child bullying:**

- Explain to your child that what they are doing is unacceptable and making other children unhappy
- Show your child how they can join in without bullying
- See your child's teacher to talk about how you can work together to stop your child bullying
- Check regularly with your child about how things are going at school
- Give your child lots of praise when they are co-operative and kind to other people

### **Sanctions:**

- 1st Incident - not severe – Both parties called together, parents informed, mentoring and monitoring of situation.
- 2nd Incident - quite serious – Letter home, missed playtimes for bully, internal exclusion, mentoring and monitoring of situation.

- 3rd Incident - very serious – consider temporary exclusion, (ie lunch time spent at home) involvement of outside agencies, letters home, mentoring and monitoring of the situation.

### **Review:**

Reviews will be held frequently at first and then occasionally, in order to monitor the situation.

### **Parent involvement:**

Parents of both the victim and the perpetrator will be invited to a meeting at which the school's approach to bullying is explained, and how to respond to the child's complaints at home.

It is always beneficial for parents to encourage the child to take responsibility for telling a teacher about the bullying. Often a phone call to the teacher can prepare the ground.

### **Recording:**

- All incidents of bullying should be logged in the "Bullying/Racial Incident Report" kept in the Headteacher's office, this will be acknowledged and actions counter signed by the Headteacher.
- Governors are informed of school data relating to behaviour incidents and outcomes so they can hold the school to account. For this purpose, reports are anonymised.

### **Monitoring:**

- All incidents will be monitored by the Class Teacher.
- Staff will be made aware of any pupils whose behaviour is being monitored to ensure vigilance at lunchtimes etc.

### **Evaluating:**

- The Class Teacher and/or the Headteacher will evaluate the incident, as soon as possible, but within 1 day of being reported.

### **Links to other policies**

- PSHE Policy
- Behaviour and well being policy
- Safeguarding child protection policy
- Equal opportunities Policy
- Confidentiality Policy
- Teaching and learning Policy

### **Attachment**

- Bullying / Racial Incident Report.

## Bullying/Racial Incident Report



Reported by:	Role
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Date(s) of incident(s)  
 Time(s) of incident(s)  
 Location(s) of incident (s)

**Details of people involved**

Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child's role - ringleader, outsider, reinforcer, assistant, defender, victim - and level of involvement.

1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved

Bullying incident related to: tick all that apply	Forms of bullying used: tick all that apply
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Race		Physical aggression	
SEN or disabilities		Deliberately excluding	
Gender		Name calling and teasing	
Age		Cyber bullying	
Appearance or health condition		Damaging or taking personal possessions	
Sexual orientation		Verbal threats	
Religion or culture		Spreading rumours	
Other (define)		Extortion	
		Other (define)	

Frequency and duration of bullying behaviour			
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Once or twice		Persisting over two months	
Several times a week		Persisting for more than a year	

Other notes on incident: including relevant previous behaviour
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Checklist: tick as appropriate			
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Does incident involve same person?		Has a follow up date been set?	
Have parents/carers been notified?		Has action been agreed with victim?	

Had individual discussions with all?		Has action been agreed with perpetrator?	
Had group discussion with all involved?		Are notes and comments attached?	
<b>Other actions:</b>			
Medical treatment required?		Referral to other agencies?	
Police involvement?		Specific report from staff attached?	
Report to governors?		Other?	

Details of actions agreed with everyone involved - including parents and carers where appropriate:

**Follow up review dates and interventions:**

Completed by:

Role:

Date:

Checked by:

Role:

Date:

**Outcome of follow up and further actions taken:**

Has the bullying stopped? Yes/No

Describe any other outcomes, who was involved and when they occurred: