





Anti-Bullying Policy

2021-2022

Reviewed by Curriculum & Standards Committee 	23rd September 2021
Signed by Chair of Governors 	14 October 2021

Hague School Anti-Bullying Policy

This policy is a part of the school's safeguarding policies and procedures. This policy is closely linked to our Behaviour Policy and Equalities Policy, our Golden Charter and the school's Vision, Aims and Values. This policy is reviewed annually, informed by a range of feedback from parents, pupils and staff, School Council discussions, PSHE Jigsaw lessons as well as governors' review of behaviour including discriminatory incidents. Pupils and families will be made aware of the policy on an annual basis as part of the School's annual Anti-Bullying Week in the Autumn Term. A family friendly leaflet explains the main principles of the policy to pupils and parents.

At Hague Primary School, we are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment. We are aware that pupils may be bullied in or out of any school. We work to ensure that our Rights Respecting ethos and curriculum prevents incidents, raises awareness of what to do if they do. Staff are expected to consistently respond to any cases of bullying. It should be a priority to ensure the safety and well-being of our pupils. In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it and
- Foster good relations between people who share a protected characteristic and people who do not share it.

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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns, which will be referred to the head and deputy as the Designated Child Protection Officers.

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment

The Early Years Foundation Stage underpins our Anti-Bullying Policy

- Every pupil is a unique child, learning to be resilient, capable, confident and self-assured;
- Pupils learn to be strong and independent through positive relationships;
- The learning and play environment enables pupils to make positive behaviour choices,
- There is good communication and a strong partnership between staff and parents and/or carers
- Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims: 'Enjoy Learning'

We are determined to promote and develop a Rights Respecting School ethos where bullying behaviour is regarded as unacceptable and **not tolerated**, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Adults are the UNCRC duty bearers who promote all articles. This policy prioritises

- Article 19: You have the right to be look after, kept safe and not harmed.
- Article 12: you have the right to be listened to and have your say about what you think.
- Article 31: You have the right to play and relax - without prejudice or discrimination from others.

What is bullying? At Hague Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and Jigsaw PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on going.

At Hague, we tell the children:

‘It’s bullying if it happens, **S**everal **T**imes **O**n **P**urpose.’

‘If you see it happening or it is happening to you,

Start **T**elling **O**ther **P**eople.’

STOP helps children from Nursery onwards to remember this.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Social name-calling, sarcasm, spreading rumours, teasing
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts about language, religion or ethnicity, graffiti or gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality – calling people gay
- Cyber All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology; i.e. camera & video facilities

Why do we need an Anti-bullying Policy?

Hague’s core values support and exemplify attitudes for good behaviour:

Responsibility, Collaboration, Communication, Creativity, and Achievement.

Everyone, children and adults are expected to actively contribute to the collective responsibility of working towards being a ‘Rights Respecting School’ through their words and actions.

As a Rights Respecting School, we are committed to ensuring the Articles from the UNCRC are upheld. (The United Nations Conventions on the Rights of the Child)

At Hague the children have identified Article Numbers 28, 31 and 19 as being important.

All children have the right: to learn, to play and to be safe.

Our school aims are for all children at Hague are:

- To enjoy school
- Be active, confident and independent learners
- Contribute to school life and the wider community
- Respect each other
- Support each other to do the best we can

In order for this to happen, we believe an Anti-Bullying and a Behaviour policy are essential to ensure that behaviour expectations and sanctions are clear and consistent and understood by all. This document aims to provide the framework to enable all children to feel safe at school in the knowledge that if they are bullied, there are procedures in place to make it stop and to make them feel safe. Bullying of any kind is not tolerated at Hague. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and

effectively. Adults are the Duty Bearers for pupil's rights at Hague and as such have a responsibility to uphold them as part of our commitment to UNCRRC.

We are committed to providing a caring and safe environment for all of our pupils so they can learn in a friendly and secure atmosphere. There is an emphasis on promoting equality of opportunity and a positive attitude towards cultural, ethnic and social diversity. We are a **TELLING** school. This means that **anyone** who knows that bullying is happening is expected to tell a member of staff who acts upon the information.

What are the key aims of our Anti-bullying Policy?

At Hague, we aim:

- To promote rights respecting behaviour and Hague School Values to provide a supportive, stimulating environment in which each child feels safe and can achieve their best.
- For children to be honest, take responsibility for their behaviour and understand how it affects others.
- For all governors, teaching and non-teaching staff, pupils and parents to have an understanding of what bullying is.
- For all pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Pupils and parents should be assured that they will be supported when bullying is reported.
- For all governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- To support children in the development of skills needed to deal with aggressors without using violent or abusive retaliation.

Why is it important to respond to bullying?

Bullying hurts, it can damage self-esteem and effect learning. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need support to learn different ways of behaving. The school uses a range of strategies to support this. At Hague Primary School we will respond promptly and effectively to issues of bullying.

What should staff and parents look out for?

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is unwilling or doesn't want to go to school
- changes their usual routine at the beginning or end of day.
- begins to find excuses for days off school
- feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- becomes easily upset or begins to do poorly in school work
- has unexplained cuts or bruises
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. We also recognise that some bullying happens out of school, which has an impact on school and may have to be dealt with following the Hague Anti-bullying Policy.

What should parents do if they are worried that their child is being bullied?

It is important to encourage your child to share their concerns with their class teacher. Once teachers are aware of the issues then action can be taken swiftly to resolve the issue. If however, the bullying does not stop, parents should arrange to speak to the class teacher where an appropriate course of action can be agreed.

If the bullying persists then it is advised that the parent make an appointment with the Deputy Head or Headteacher to discuss their concerns.

If bullying persists or you are not satisfied, that the issue has been resolved then a complaint can be made using The Hague primary school Complaint Procedure that is available from the school office upon request or website.

What pupils do if they are being bullied?

If you feel you feel you are being bullied tell someone. If you feel you cannot tell an adult you could ask a friend to come with you or write a note.

1. Remember **STOP**. It is bullying because it is **Several Times On Purpose** and **Start Telling Other People**.
2. Tell someone at home; Mum or Dad or another relative.
Tell someone in school. Teacher, Learning Mentor, PaLL, Teaching Assistant, Deputy, Headteacher.
3. All incidents of bullying should be reported to the Deputy or Headteacher by the person in school who is investigating the problem.
4. Parents of victims and perpetrators will be informed and may be asked to a meeting to discuss how to resolve the problem so that it stops.

What happens after the bullying is reported?

After each case of bullying or threat of bullying is reported, school will investigate the incident fully. The incident will be considered as to whether it is classed as inappropriate behaviour or bullying.

1. The child who is being bullied, the victim, is listened to and the concerns noted for further investigation. Parents are informed if they do not already know. Pupil's feelings and anxieties are recognised with an action plan to resolve the concern. Restorative steps are taken to reconcile the relationship where possible and provide friendship support.
2. The perpetrator, child who is bullying, is encouraged to take responsibility for their behaviour and understand the impact it has on others. Their parents will be informed and invited to discuss the incident and behaviour. The perpetrator will be invited to genuinely apologise. Other consequences may take place, which are considered appropriate to the age and development of the child.
3. Strategies for supporting pupils who bully or have been bullied include:
Referral to the learning mentor, work with peer groups and confidence building activities as deemed appropriate in each individual case

4. In cases of serious or persistent bullying, internal then external exclusion will be considered.
5. After the incident / incidents have been investigated and dealt with each case will be monitored by the Class Teacher & Class Teaching Assistants to ensure repeated bullying does not take place. The wider staff team will be advised of who and what to look out for as appropriate.
6. An e-discrimination form is completed by the investigating adult, given to that admin team who keep records and report incidents to the Local Authority for monitoring. Governors are informed about the number and type of incidents reported.
7. Bullying report forms are kept on file and analysed for patterns, which identify vulnerable groups or individuals, and to ensure that incidents are dealt with consistently. This information is then summarised and shared with staff and governors to improve practice.

Adult Responsibilities

It is expected that all staff: Listen, Investigate, Communicate, Resolve and Monitor to ensure that the intervention has resolved the issue and not made the bullying worse.

Teachers are asked to refer to the guidance in their class copy of 'Helping Children Deal with Bullying' for a range of appropriate activities.

The school will act to ensure the necessary measures to help the children demonstrating bullying behaviour to change their behaviour through work with the Learning Mentor and other appropriate strategies.

Parents have the responsibility to support and work in partnership with the school to resolve the difficulties experienced by either victim or perpetrator. They can also reinforce the values outlined in Hague's Golden Charter including being kind to others, don't hurt feelings, be honest.

What Hague School does to prevent bullying

Each year in November, Hague Primary School, in conjunction with national campaigns, schedules a week of activities which promote Anti –Bullying measures and make sure that everyone in the school is clear about what to do if bullying happens. Staff training is run in conjunction with this week with an opportunity to discuss and review our policy and training on how to deal with bullying. We gather information about bullying through School Council surveys and class council meetings.

Throughout the year, we will use a variety of methods for helping children to prevent bullying as and when appropriate, these include:

- Assemblies – Whole School and Golden Book. These assemblies link to school values, rights respecting ethos and reinforcement of people making positive healthy choices.
- Making sure that all children have regular reminders of the procedures for reporting bullying and what will happen if you bully – Anti Bullying Week, transition to secondary school.
- Displaying anti bullying posters and pupil poster messages around school.
- Posters detailing helpline numbers are permanently displayed in the entrance corridor.
- Theatre and Drama Workshops on the relevant themes for children at Hague
- Whole school use of Jigsaw materials during PSHE
PSHE time agreeing the annual Class Charter and exploring PSHE themes.
- Having discussions about bullying and why it matters and how to deal with it during class circle times

- Reading and discussing moral stories about bullying in class or assemblies
- Writing stories or poems or drawing pictures with a moral ending.
- Providing opportunities for children to work on specific issues with the Learning Mentor.

How can we ensure that bullying incidents are monitored and dealt with fairly?

- In order to ensure that incidents of bullying are dealt with fairly and consistently all staff are required to use the school's form for reporting 'Inappropriate Incidents' which may indicate a pattern of bullying. These forms are analysed for patterns on a termly basis, and ensure that all incidences of bullying are dealt with consistently.
- The policy is monitored by Governors annually by the committee with responsibility for behaviour. Bullying and discriminatory behaviour is reported annually as part of School Improvement Plan and Self Evaluation.
- All discriminatory bullying incidents are reported termly to the Local Authority for monitoring purposes. The Headteacher termly Report to Governors includes information about Behaviour including number of discriminatory incidents and number of exclusions which are reported to the Local Authority.
- The LA Report to Schools compares Hague with LA figures. This information is then used during the annual review of the policy.

School Actions for 2021-22

Aims

- ❖ To maintain a reduction in the number of incidents reported by ensuring Hague Pupils understand how rights respecting behaviour is better for everyone and that pupils have strategies to be inclusive.
- ❖ Identify and address any discriminatory behaviour:
 - focus early indicators of sexist behaviour and language between peers.
 - PSHE, assemblies and circle times, use of stories and role play to work through understanding of age appropriate scenarios.

School Action for 2019-2020 continue to monitor these aims for 2020-2021

Aims

- ❖ To maintain a reduction in the number of incidents reported by ensuring Hague Pupils understand how rights respecting behaviour is better for everyone and that pupils have strategies to be inclusive.
- ❖ Identify and address issues of racism: particularly racist and discriminatory comments/behaviour between peers.
- ❖ To monitor and record girls inappropriate or discriminatory social behaviours towards peers. Provide models and reinforce, recognise and reward appropriate language and attitudes towards others. Track from EYFS/ KS1 not just a KS2 focus.
- ❖ To ensure that pupils who are new arrivals to the school are supported by the Learning Mentor to settle, make and sustain new friendships. Classes who have newly arrived children have support on how to make and sustain friendships so that everyone feels included
- ❖ Further, develop the use of the PSHE Jigsaw programme for Nursery to Year 6 so that we have a systematic approach to empowering pupils to tell and talk about things which affect them socially and emotionally. Recovery Curriculum EYFS Teach Equal replacing aspects of Jigsaw. It's a Tower Hamlets Pilot Programme that echos Jigsaw principles KS1 & 2 continuing with Jigsaw.
- ❖ Learning Mentor sessions on 'conflict resolution strategies', with particular support for those who find this challenging in KS2.
- ❖ Identify Parent Workshops/ Parent Groups to support Behaviour Management /Support strategies for Parents particularly setting and maintaining boundaries at home and school so that all children enjoy learning, have friends and reduce disruptive behaviour.

Evaluation

The introduction of class bubbles with class teachers and Teaching Assistants being the main breaktime supervisors has significantly reduced the number of incidents. Children have fewer falling outs as breaktimes have been more limited in their range and freeflow scope.

Children new to school in Year 6 have settled well as a result of this support.

EYFS Teach Equal has worked very well, the range of social stories has modelled the behaviours and expectations for children to explore and talk about. This will be continued.

On line parent workshops linked to remote learning strategies and behaviour management had a variable response. TAs followed up for focus children who needed extra support.

Monitoring and Evaluation

- DH & SMT Termly monitoring reported incidents of inappropriate behaviour tracking improvements in trends.
- Monitoring and evaluating data for potentially vulnerable groups of pupils:
 - SEN,
 - New Arrivals,
 - Deaf/Hearing Impaired.
 - Ethnic Minority groups within school
- INSET to remind all staff to pay particular attention to these groups as they may find it more difficult to report bullying incidents
- Governor visits to observe and monitor policy and practice with feedback to Main Governors Meetings.