Anti-Bullying Policy

Approved by:	The Governing Body	Date: October 2024
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Striving for Excellence. Achieving Together.

Statement by Harrington Hill Children

"We at Harrington Hill are not going to accept bullying. We want every body in our school to feel safe. If there is bullying we are going to challenge it. "

INTRODUCTION

At Harrington Hill Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying 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.

At Harrington Hill Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 to their Local Authority's safeguarding team.

AIMS OF THE POLICY

At Harrington Hill we believe that every pupil has the right to achieve their full potential both academically and socially. We recognise that bullying has both short and long term consequences for both victims and bullies and in both cases undermines educational achievement and personal development.

The aim of this policy is to create a systematic approach to dealing with bullying in which the responsibilities of pupils, staff, governors and parents are clearly set out.

Our aim is to work together with the school community to reduce the number and frequency of bullying incidents at Harrington Hill and to create an environment where everybody feels safe and empowered to challenge bullying wherever it occurs.

DEFINITION OF BULLYING

What is bullying?
Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone

Attacking property – such as damaging, stealing or hiding someone's possessions

Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone

Psychological – such as deliberately excluding or ignoring people

Online – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

Race (racist bullying)

Nationality

Religion or belief

Culture or class

Gender (sexist bullying)

Sexual orientation (homophobic or biphobic bullying)

Gender identity (transphobic bullying)

Special Educational Needs (SEN) or disability, including language impairment

Appearance or health conditions

Related to home or other personal situation

Related to another vulnerable group of people

STA Anti-Bullying Policy 1

No form of bullying will be tolerated and all incidents will be taken seriously

What forms does bullying take?
- It can happen to individuals or groups
- Picking on a weakness
- Intimidation
- Extortion
- Exclusion
- Isolation
- Physical Abuse
- Name Calling
- Scapegoat
- Manipulation
- Controlling behaviour
- Cyberbullying (see appendix)

Signs and symptoms of bullying:
- Not wanting to come to school
- Change in usual routines
- Becoming anxious or withdrawn
- Attempted or threatened suicide
- Crying
- Nightmares
- Feeling ill
- Bruising, cuts
- Doing poorly at school
- Possessions 'go missing'

- Becoming aggressive or unreasonable
- Becoming withdrawn and lacking in confidence
- Bullying other children or siblings

Bullying can cause serious physical and mental health problems and can ruin an individual's chances of success, both in school and in their future life. No-one deserves to be a victim of bullying.

Everyone has the right to be treated with respect.

Pupils who bully need to learn different ways of behaving, or they may go on to continue bullying behaviours beyond primary school.

Why do bullies bully?
- Many bullies may have been bullied themselves
- They may lack confidence and/or have difficulty communicating
- They might be angry
- They may bully to gain attention
- They may feel they can gain status by undermining the status of others.

HOW TO REACT TO BULLYING

Bullying can cause serious physical and mental problems and can ruin an individual's chances of success, both in school and in their future life. No one deserves to be a victim of bullying.

Everyone has the right to be treated with respect.

Pupils who bully need to learn different ways of behaving, or they will go on to become bullies at home and in secondary school.

What Can the Victim do?
- Walk away
- Ask them to stop
- Tell an adult that you can trust!

What can an observer do?
- tell them to stop
- get help from an adult
- support the victim
- explain how it feels to be bullied
- remain calm to give maximum comfort and support

What will the school do immediately?
- take it seriously and listen
- find out what happened
- allow space and support so children can talk to each other about how they feel
- keep relevant people informed

What will the school do in the long term?
- ensure that children who are involved in bullying are accountable for their actions
- Senior Leadership Team are informed
  - Stage 1: The incident is recorded in the Anti-bullying tracks file including details of the victim and the perpetrator. Parents are informed by a phone call.
  - Stage 2: If it continues, the Head of School or Deputy Head will hold a formal meeting with the perpetrator's parent/carer. A follow up letter will be sent. Hackney Education is informed of any bullying incidents termly.

➢ Stage 3: If bullying does not stop after support has been offered to the perpetrator, an action plan will be created alongside the family.

PREVENTATIVE STRATEGIES

At Harrington Hill our behaviour policy shows a clear commitment to a need for a positive approach to behaviour management. We have clear strategies for rewarding good behaviour and clear rules that set out expected behaviour. The school rules and vision statement is displayed in every classroom.

Strategies for rewarding good behaviour
- Staff are to give verbal praise to pupils and, where possible, share successes with parents/carers after school or via Class Dojo.
- Class teachers are encouraged to give Dojos for good work and behaviour.
- There is an achievement assembly every Friday.
- Certificates are given in assembly for displaying good behaviours In and around the school (playground awards).

Strategies to help children solve differences
- Every class will have circle times to deal with specific issues such as pupils being isolated by the group as a whole.
- Students participate in weekly PSCHE lessons that cover a range of topics discussing differences in children and accepting those differences
- SLT and the learning mentor are available to investigate any incidents between children considered to be a bullying incident.
- Restorative justice strategies will be used when issues are investigated.

Strategies to prevent bullying
- The school currently uses the Jigsaw scheme which covers issues of bullying, both directly and indirectly, through the varying units.
- The school implements a Circle of Friends when a child is isolated or has difficulty communicating. It can be used to give support to children in a wide range of situations and has proved, in our trials, both to reduce bullying by the person in the circle of friends and of the person in the circle of friends. The steps involved in creating a circle of friends appear at the end of this policy as Appendix 1.
- The school applies the No Blame Approach/Support Group Approach, which relies on using peer group support to help the victims of bullying. For an explanation of how to carry out this approach and the rationale behind it please Appendix 2.
- Specific assemblies are planned throughout the academic year, focusing on anti-bullying. The school takes part in Anti Bullying week each year.

REPORTING BULLYING

As a school community we are all responsible for challenging and reporting bullying. These responsible are as follows:

- Children should report any incident experienced or witnessed by them immediately to an adult or another child. If they feel unable to do this they should tell their parent / carer.
- Parents should report cases of alleged bullying to either their child's class teacher or to a member of the SLT.

- Classroom assistants / playground supervisors should report incidences of bullying to the class teacher or a member of the SLT.
- Teachers should record bullying incidents as soon as they take place and inform a member of SLT who will then log the incident in the behaviour file. Once a case is definitely considered as bullying, the parents of the perpetrator will receive a phone call detailing the bullying allegations. All bullying incidents are reported to Hackney Education termly by the member of SLT.

- Parents will be informed at all times of action that has been taken in the school or by outside agencies, to support victims of bullying and perpetrators.

MONITORING AND EVALUATING THIS POLICY

At Harrington Hill we realise that bullying is an ongoing challenge and our policy must be regularly evaluated, monitored and revisited if we are to do all we can to challenge bullying. This policy will be reviewed every two years and, through the use of the Jigsaw scheme of work and assemblies, there will be anti-bullying awareness raised throughout the year.

APPENDIX 1

CREATING A CIRCLE OF FRIENDS
Step one:
A child who is isolated, been subject to bullying or been a bully him/herself is identified by the school.

Step two:
Facilitator meets with the child
- Explain why you think that he/she will benefit from having a Circle of Friends
- Explain what the Circle of Friends is about
- Go through what you will do/say in meeting with his/her class
- Go through what the child wants you to tell the class
- Agree when you will meet next

Step three: Meeting with the class
- State briefly the reason for you wanting to meet with the class
- Highlight the special nature of the discussion
- Ground rules (listen and don't ridicule)
- Confidentiality (remind the children to keep this discussion within the class)
- Talk about the child's problems/situation. Introduce it with the phrase "I need you to help me..."

Or

- Ask the class to come up with "Good things about X" and then "Difficult thing about X". Write on black-board/flip chart.
- Ask "How would you feel if you had few or no friends? "Write up.

- Ask "How would you behave?"
- Ask the class to generate ideas for helping pupil.
- Acknowledge ideas, would be good of they tried this.
- Introduce the circle of Friends (aim of the group/how many times you will meet/what you are going to do/don't have to behave perfect in school yourself or you might have argued with x, the most important thing is that you are willing to help.)
- State the procedure for volunteering
- Closure. Thank the class and mention that even if children have not been chosen, they can still help.

Step Four

A member of SLT/learning mentor writes a letter informing the parent of the child that a Circle of Friends is starting to support him/her with specific issues.

A member of SLT/learning mentor sends letters to the parents of the children who have volunteered and have been chosen to be part of the Circle of Friends. Parents need to agree and sign a consent slip.

Step Five: Start the Circle of Friends
- Validate the gesture they have made
- Remind of ground rules/confidentiality
- Inform the child the group has been made for, about how keen his/her peers were to help him during the setting of the Circle of Friends.
- Revisit the purpose of the group
- Ask each child what they can do to support.
- Agree time for next meeting
- Closure (thanks and reminds children of "their mission".

THE NO BLAME APPROACH

What makes the No Blame Approach Work?

1. **Empathy and Altruism**

We need to find a process that would bring about an empathetic response to the bully and the rest of the group – where children including those bullying, get an idea of the distress of the victim and want to help. In the majority of cases the response is "I know we weren't being nice but I never realised just how much it was affecting X.

2. **Victims often have no friends**

Many children who experience bullying have no friends. It may only take one or two people to be friendly to stop the feeling of isolation and pain of the victim.

3. **Shame**

The bullies are never named or identified in the group but they know who they are themselves. They know that they are responsible for the victim's distress. There is no stigmatisation or punishment to make them likely to seem revenge. An internalising shame is likely to help them change their behaviour.

4. **Power**

The adult intervention alters the dynamics of the group. Even if the bully does not want to change their behaviour, the rest of the group, with their statements of good intent, take the power away from the bully. He finds it very difficult to continue with the hurtful behaviour in the light of the supportive strategies provided by the rest of the group.

5. "I" language of intent

Normal patterns of adult language that are used to deal with inappropriate behaviour are described as "YOU" language eg: "If you do that again. "Why did you do that?" "Do you realise how serious this…" "If this goes on you…" When it is switched to the "I" language, the pupil's helpful suggestions, there seems to be a significant shift in focus of control from the external –"I will sit next to him…""I will invite him to play at my house" I will play football with him at break etc..". This is far more likely to ensure that the strategies are implemented.

6. Problem Solving

This approach moves very quickly into problem solving. By involving the children, it creates a more positive atmosphere than the traditional investigatory and adversarial methods.
It is important to thank children for their help and emphasise their essential part in the process.

7. Share responsibility

The adult does not attribute blame but states that the group (including her/him) are responsible because if one of our groups is unhappy at school we have all got to work together to make it better. The task is to plan to do something about it.
It is important to stress the following:

- No-one is in trouble or going to be punished
- There is a joint responsibility for X to be safe and happy
- The group has been called together to help to solve the problem.

8. Ask the group for their ideas

Group members are usually genuinely moved by the account of X's distress and relieved that they are not in trouble.
Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. These ideas are stated in the "I" language of intervention e.g. "I will walk to school with him", I will ask him to sit with me at dinner" etc.

The adult gives positive responses to their suggestions. She/he does not extract promise from any of the children or comment on the child's ability to follow through their suggestion.
This is a very important part of the process and it is essential that we give children every support and encouragement to plan and to learn from others ways in which they could change their behaviour.

9. Leave it up to them.

The adult ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made – it is left as a matter of trust. She/he thanks the group and arranges to meet again to see how things are going.

10. **Meet them again**

A week later the adult discusses with the group and the victim (separately) how things have been going.

Appendix: CYBERBULLYING

Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying', it's crucial that children and young people, who are particularly skilful at adapting to new technology, use their devices and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils at Harrington Hill Primary have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hour. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

What is cyberbullying?

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video—clip bullying via devices such as mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via devices such as mobile phones uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in an online chat room.
- Bullying through Instant messaging (IM) is an online form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a

significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

Harrington Hill Primary has a duty to ensure that:

- *Teachers have sufficient knowledge to deal with cyberbullying in school*
- *The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely*
- *All e-communications used on the school site or as part of school activities off-site are monitored*
- *Internet blocking technologies are continually updated and harmful sites blocked*
- *They work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice*
- *Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school*
- *They work with police and other partners on managing cyberbullying.*

Harrington Hill staff have responsibilities in:

● *Teaching children safe Internet etiquette*
● *Taking part in Safer Internet Day (in February each year)*
● *Applying school policy in monitoring electronic messages and images on school computer programmes and applications children use as part of the curriculum.*
   a. *personal privacy rights*
   b. *material posted on any electronic platform*
   c. *photographic images*
   d. *taking action if a pupil is being cyber bullied or is bullying someone else*
   e. *teaching pupils the value of e-communications and the risks and consequences of improper use, including the legal implications*

Reporting Cyberbullying
As a school community we are all responsible for challenging and reporting cyberbullying. These responsible are as follows:
- Children should report any incident experienced or witnessed by them immediately to an adult or another child. If they feel unable to do this they should tell their parent / carer.
- Parents should report cases of alleged cyberbullying to either their child's class teacher or member of SLT.
- Teachers should record cyberbullying incidents as soon as they take place and inform the member of SLT. SLT keep logs of any cyberbullying incidents. Once a case is definitely considered as cyberbullying, the parents of the perpetrator will receive a phone call detailing the allegations. All cyberbullying incidents are reported to Hackney Education termly by SLT.

- Parents will be informed at all times of action that has been taken in the school or by outside agencies, to support victims of cyberbullying and perpetrators.

When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.
  This may include:
  > *- looking at use of the school systems*
  > *-identifying and interviewing possible witnesses*
  > *-Contacting the service provider and the police, if necessary.*

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

  > *-Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.*
  > *-Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law (we will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).*
  > *-Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.*

- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  > *-advising those targeted not to retaliate or reply.*
  > *-providing advice on blocking or removing people from contact lists.*
  > *-helping those involved to consider and manage any private information they may have in the public domain.*