



Hoyle Court Primary School
Fyfe Grove, Baildon, Shipley, West Yorkshire BD17 6DN

Policy and Procedure:	Anti-Bullying Policy
Author:	Teaching & Learning Committee
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Hoyle Court Primary School Aims

- *To ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions*
- *To encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions*
- *To secure a commitment to excellent behaviour*

Policy Rationale

Hoyle Court believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behavior. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at school.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy which is communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy in place at Hoyle Court Primary School.

Legal Framework

This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspection Act 2006
- Equality Act 2010
- Children Act 1988
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communication Actions 2003
- Independent School Standards Regulations 2010



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- Human Rights Act 1998

This policy will be implemented in conjunction with the schools:

- Behaviour Policy
- Cyber Bullying Policy
- E-safety Policy

What is bullying?

Bullying is persistent behavior by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not incidental.
- Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations. *'Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate'*. (Sharp and Smith 1994)

Bullying is a verb, not a noun - a behaviour that we can change, not a person to be labelled and got rid of.

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal- name-calling, sarcasm, spreading rumours, teasing
- Cyber- Mobile threats by text messaging & calls, email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities
- Bullying of pupils who have special educational needs or disabilities.



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What is not bullying?

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out or say things when they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn to deal with these situations and develop social skills to repair relationships.

What are possible signs and symptoms?

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

- is frightened of walking to and from school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence, starts stammering
- attempts or threatens to self-harm, commit suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts and bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.



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What is the role of governors?

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body play a key role should there be a complaint. (see complaints procedures)

What is the role of the Headteacher?

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

What is the role of the teacher and support staff?

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. All staff will respond calmly and consistently to all allegations and incidents of bullying at Hoyle Court Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations using CPOMS
2. Staff will make sure the victim(s) is and feels safe.



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3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken to quickly end the bullying behaviour or threats of bullying.

Appropriate Action

1. Staff will reinforce to the bully that their behaviour is unacceptable and why.
2. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied.
3. If possible, the children will be reconciled.
4. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
5. parents will be informed and will be invited to come into school for a meeting to discuss the incident.
6. All incidents of bullying will be recorded using CPOMS
7. After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place.
8. The anti-bullying governor (safeguarding governor) will present termly reports on serious bullying incidents to the governors.
9. If necessary, the child protection named person in school, the social services or police will be consulted.

The following sanctions may be used:

- apologise to the victim(s)
- lose privileges
- breaktime detention
- lunchtime Time Out Detention
- parents invited into school for a meeting
- behaviour monitored with a behaviour chart
- lunchtime exclusion
- internal exclusion
- fixed term exclusion
- permanent exclusion



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Strategies we may employ to combat bullying?

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- embedding the school core values particularly the value of respect for difference
- all forms of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons
- involving the whole school in the writing and review of the policy
- undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy. Also through use of the school council
- ensuring that anti bullying messages are reflected in the school codes and classroom rights and responsibilities
- awareness raising through regular anti-bullying themed assemblies including cyber bullying
- PHSE/SEAL materials used from Reception to Year 6
- regular Circle Time on bullying issues
- children writing stories or poems and drawing pictures about bullying
- children reading or being read stories about bullying
- use of drama activities and role play to help children to become more assertive and teach them strategies to help them deal with bullying
- creation of anti-bullying posters to be prominently displayed around school
- use of worry boxes in each class

Use of the school's positive behaviour management policy to reinforce good behaviour

- Encouraging the whole school community to model appropriate behaviour towards one another

When any form of bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in future. Parents of both parties will be involved right from the start.

All incidents of bullying must be formally recorded using CPOMS.

All members of staff routinely attend training which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.



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Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc within the formal curriculum, to help pupils understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

What is the role of parents?

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Deputy/Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

What is the role of children?

What can you do if you are being bullied?

Whenever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Here are some things you can do:

- try not to let the bully know that he or she is making you feel upset try to ignore them
- be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it
- stay in a group, bullies usually pick on individuals
- get away as quick as you can
- tell someone you can trust – It can be a teacher, teacher assistant, a midday supervisor, a parent, a friend, a brother, a sister or relative
- if you are scared, ask a friend to go with you when you tell someone
- if you don't feel you can talk to someone about it, write it down and post it in a worry box
- when you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?)
- keep a diary of what is happening and refer to it when you tell someone
- keep on speaking out until someone listens and helps you
- don't suffer in silence
- don't blame yourself for what is happening



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- call a helpline

What can you do if you see someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

Here are some things you can do:

- don't smile or laugh at the situation
- don't be made to join in
- if safe to do so, encourage the bully to stop bullying.
- if you can, let the bully know that you do not like his or her behaviour.
- shout for help
- let the victim(s) know that you are going to get help
- tell a member of staff as soon as you can
- try and befriend the person being bullied
- encourage the person to talk to someone and get help
- ask someone you trust about what to do
- if you don't feel you can talk to someone about it, write it down and post it in a worry box
- call a helpline for some advice

Help organisations

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline	(Mon-Fri, 10-4) 0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online www.bullying.co.uk	

For further clarification see DfES "Bullying – Don't Suffer in Silence" anti-bullying pack p 21-31

How do we Monitor and review this policy?

This policy is monitored on a day-to-day basis by the Headteacher who reports to governors on request about the effectiveness of the policy.

The school council will also be used to monitor the effectiveness of the policy.