



Anti-bullying Policy Hamble Primary School – January 2025

This policy should be read alongside our school aims, which are based on the Convention on the Rights of the Child and Oxfam's definition of a Global Citizen.

Name of School	Hamble Primary School
Date of Policy Review	January 2025
Date of Next Review	January 2027
Name of Responsible Managers	Mrs C Hewitt
Name of Acting Headteacher	Mrs C Hewitt

Introduction

As our school aims are based upon the United National Convention on the Rights of the Child, Hamble Primary seeks to promote behaviour based on mutual respect between all members of the school. This anti-bullying policy is based on the principles of our school aims and should be read alongside our Behaviour Policy.

At HPS bullying is defined as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. This happens over a period of time (could be weeks, months or years). It can happen face to face or online.

Anti-Bullying Alliance

DCSF Guidance 10/99 Social Inclusion: Pupil Support advises that "bullying is usually part of a pattern of behaviour rather than an isolated incident".

Bullying is repeated behaviour(s) with the intention of hurting another person, which results in pain and/or distress to the victim over a period of time and places the perpetrator in a position of power.

Behaviours that are not deemed to be bullying include:

- Bullying behaviour is not teasing between friends without the intention to cause hurt.
 - Falling out between friends after a quarrel or disagreement (though in some cases this may lead to bullying)
 - It does not include activities that all parties have consented to and enjoy
- (‘Tackling Bullying in Schools’ – Anti-bullying Alliance 2011)

We Aim to:

- Value, respect and care for each and every individual within the school
- Identify behaviours that are inappropriate and could be considered ‘bullying behaviours’
- Reduce the incidence of bullying through the organisation, curriculum and management of the school
- Act quickly and efficiently to stop any incidence of bullying

- Promote the school aims in line with the UN Convention on the Rights of the Child

Introduction

We recognise that bullying affects everyone, not just the bullies and the victims. It also affects other children who are in the vicinity, and less aggressive/assertive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. **Bullying makes those being bullied feel powerless to defend themselves.**

Why we believe that an Anti-bullying policy is necessary

We believe that all pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. We believe that if our school is well disciplined and organised, it can minimise the occurrence of bullying. The school also has clear guidelines on the promotion of good behaviour where it is made clear that bullying is a form of antisocial behaviour. It is inherently **WRONG** and will not be tolerated.

We aim to ensure that both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

We believe that every child has the right:

- not to be made fun of
- not to be scared generally
- not to be scared of children or staff
- not to be scared to come to school
- to feel safe
- to have friends of their own choice
- not be subjected to any forms of violence or intimidation
- to expect all people to be kind and considerate towards them

What might bullying look like?

Bullying, which can take place in school or outside of school, can include repeated incidents of:

Physical aggression

A child can be physically punched, kicked, hit, spat at or any form of violence.

Verbal aggression

Verbal abuse can take the form of name calling and extreme, persistent teasing. It may be directed towards, for example, gender, ethnic origin, physical/social disability, physical appearance and could be insulting, making offensive remarks, sarcasm, teasing, racist or homophobic remarks, or personality etc. This may include name calling, sarcasm, spreading rumours, threats, teasing, or belittling.

Emotional bullying

A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends. Emotional bullying may also include tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual

A child who suffers from unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc. could be a victim of bullying of a sexual nature.

Damage to property or theft

Pupils may have their property damaged or stolen. Physical threats, though rare, may be used by the bully in order that the pupil hands over property to them

▪ **Cyber/online bullying**

Cyber-bullying is an intentional act carried out by a group or individual using electronic forms of contact repeatedly over time. This may include text message, email or via instant messaging on gaming sites, posting on social media, sharing photos, sending nasty text messages, social exclusion.

Some forms of bullying are illegal and may be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, eg name calling, threats and abusive phone calls, emails or text messages
- hate crimes – this is where someone is a victim of abuse based on one or more of the protected characteristics, such as gender, race, religion or sexual orientation.

When banter becomes bullying

In schools and youth organisations, banter is a common interaction that can foster camaraderie and strengthen relationships. However, the line between friendly teasing and harmful behaviour can often blur, leading to misunderstandings and even bullying.

What we would encourage our children to do if they feel that they, or someone they know, is being bullied:

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

What are possible signs or symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received

- Gives improbable excuses for their behaviour.

What are the underlying possible causes of bullying?

People bully for different reasons. The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

What can parents do?

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse! Although, encouraging them to 'stay strong' and stand-up for themselves could be helpful.
- Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- Make sure your child is encouraged not be afraid to ask for help.

What we do as a school to promote our anti-bullying culture:

- Record any incidence, or suspected incidence of bullying within either behaviour logs or additionally, as required. Passing on any records to the child's next school if deemed necessary.
- Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE programme, Anti-bullying week, Class Assemblies and through our general Assemblies
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Regularly review the school policy and its degree of success.
- Use intervention and modelling/focus work with children who may be struggling with positive interactions or friendships.
- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a discussion of what friendship really is.
- Encourage pupils to treat everyone with respect.
- Partake in annual events such as Anti-Bullying Week and Odd Socks Day to continue to raise awareness.

It is everyone's responsibility to make sure that bullying does not happen or if it does that it is dealt with and stopped.

Hamble Primary School will respond promptly and effectively to reported incidents of bullying using the flowchart attached at Appendix 1.

A list of useful sources for supporting with bullying is given at Appendix 2.

Action we will take when bullying is suspected:

If bullying is suspected we will talk to the suspected victim, the suspected bully and any witnesses. With a clear and consistent whole school approach, where good behaviour and respect are championed, it is hoped that bullying will be kept to a minimum. If, however incidents do occur, the clear guidelines that the school will follow will enable children to feel fully supported and ultimately result in a happy resolution.

Help, support and counselling will be given as is appropriate to both the victims and the bully.

Appendix 1

Procedure for Dealing with Bullying

It should be noted that in applying these guidelines each situation should be handled in a way that best addresses the particular issue or child/ren involved.

Bullying is reported to a member of school staff. This could be from:

- The child themselves
- Parent
- Another adult
- Another child
- An eyewitness who has seen an incident occurring.

Initially the Class teacher discusses the problem with the child / children being bullied individually to find out what is happening. They then talk with the other child/children involved and agree how the behaviour needs to change. The Year Leader will be informed. The child/children who reported the bullying are asked to report any further problems immediately. A joint meeting will only be arranged at this stage with the bully and victim if the victim agrees.



School Steps for managing Pupil Behaviour are followed.

Class teacher to check how things are at an appropriate time (e.g. on arrival, after break, etc) each day for the next few days.



If bullying continues...

Class teacher to inform Year Leader and a meeting with all children to take place. Parents to be informed if they are not already aware. Members of the Senior Leadership Team will be made aware.

Clear expectations for behaviour to be set out in a Behaviour Plan. Sanction for the bully to include missing breaktime / lunchtime as appropriate.



If bullying continues...

Further sanctions to be considered as appropriate to the situation and in line with the school's Behaviour Policy:

- work in another classroom with a Year Leader
- miss breaktimes for a week
- be accompanied by an adult when moving around school

Formal meeting of bully's parents with a member of the Senior Leadership Team to agree a way forward. Consider ELSA support for the bully and the child being bullied.



If bullying continues...

Headteacher to consider if a fixed term suspension is appropriate within HCC guidelines.

Referral to Behaviour Support Team for advice about managing behaviour moving forwards.

Appendix 2

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues www.anti-bullyingalliance.org.uk

Kidscape - www.kidscape.org.uk 02078235430

Childline - advice and stories from children who have survived bullying 08000 1111

Bullying on line - www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk 08088 002222

NSPCC <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/dealing-with-bullying/>

Useful sources of information

www.antiStonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org