

**HARTLEY PRIMARY SCHOOL**  
**London Borough of Newham**

**Whole school anti-bullying policy**

This policy aims to outline the school's ethos toward anti-bullying for the whole school community, promoting a harmonious lifestyle and enhancing effective learning.

Implicit to the implementation of this policy is the agreed view that bullying is detrimental to all concerned and that we, as a whole community, are committed to the pursuit of a bullying-free school.

Policy responsibility.

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

This policy was developed by a working party led by an assistant head and with input from all staff via a staff meeting. Information from the Anti-Bullying Alliance for London was used, alongside the views of pupils & parents and the latest Government guidelines.

The impact of this policy will be monitored by all stakeholders on a day-to-day basis, kept up to date by the leadership group and reviewed annually.

A definition of bullying.

We recognise bullying in many forms, as a manifestation of physical, verbal or psychological violence, conducted by an individual or group and directed against an individual or group, defenceless in the actual situation. It could be:

- Name calling
- Pushing around
- Fighting
- Making fun of you or your family
- Talking about you behind your back
- Trying to take money or things from you

- Damaging or stealing your property
- Trying to make you do something you don't want to do
- Influencing others about you, e.g. not to be your friend
- Making racist or sexist comments
- Text bullying
- Internet or cyber bullying

Bullies rely on power or domination, often with group support - the only way to countermand this is to tell someone. We do everything we can to ensure children 'DO NOT BE A BY-STANDER'. The DfES material '**Don't Suffer in Silence**' has influenced the writing of this policy.

### The bully and the bullied:

It is important to consider ways in which the bully can be helped to acknowledge and express concern for the victim. Successful approaches include a 'shared concern' procedure or mediation. Also, the bully may be manifesting this behaviour as a cry for help. There must always be investigation into the root cause of the bullying and procedures put in place to rectify any issues, e.g. can the bully access help/support if they are having problems at home?

The victim of bullying may need counselling or coaching to reconcile the effects of the bullying. Sometimes children are bullied because they lack appropriate assertiveness skills or because they have low self-esteem. An interview with the child may help determine if this is the case and thus what appropriate support may be implemented, e.g. self-esteem supporting activities with the Learning Mentor or Safer Schools team.

### Equal Opportunities.

Hartley School Equal Opportunities Policy was checked to ensure compliance. The policy was ratified by our School Council and Governing Body. Parents were also asked to give their views via a survey.

The policy is available to all stakeholders in the school reception area and via the website. Staff members and Parent Support Groups are all available to support those who require reading or translation assistance. Any stakeholder is free to make an appointment with the head, deputy or senior managers if they have any concerns in regard to this policy, or to convey it in writing.

Outside agencies that could also be of use or interest are:

- Newham's Parent Partnership Network provides support for parents whose children are involved in bullying incidents. They are Parents based on 743-747 Barking Road, Plaistow, London E13 9ER, and telephone 020 8470 9703.
- School staff and parents can receive advice and support from Newham School Management Advice & Support Service on 020 8430 5010.
- Anti-Bullying Alliance for London [www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)
- [www.ncb.org.uk/aba](http://www.ncb.org.uk/aba)
- [www.antibullying.net](http://www.antibullying.net)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- <http://www.dfe.gov.uk/bullying/>
- [www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/)
- Teachers may also seek guidance via their union rep.

### Curriculum.

There are many links to anti-bullying topics in the PSHCE curriculum, RE and assembly themes. The PSHCE curriculum was devised with guidance from the London Borough of Newham Advisory Team.

The whole school undertakes anti-bullying work during anti-bullying week, e.g. circle time activities, self-esteem building, what to do if..., etc. Through this, possible Hartley bullying hot-spots were identified.

### Bullying Prevention.

There are various ways in which Hartley School seeks to prevent bullying:

- All staff train the children they teach to **tell** - 'Don't suffer in silence' and 'Don't be a by-stander' are the consistent messages given throughout the school.
- Violence of any type is not tolerated. 'Hitting back' at a bully would not be deemed appropriate and would incur sanctions for the person hitting back. Children are all made aware of this.
- The bullying hot-spots are monitored by staff during breaks and lunchtimes.

- Peer mediators - these children are specifically trained to diffuse difficult situations and their names are made known to all.
- Buddying - vulnerable children are paired up in this system, so that a child with more language/skills is with them to aid their development.
- Playground pals work in the playground to involve any children who seem to be isolated
- Transition arrangements - many measures are implemented to ensure transition, especially between key stages, is as smooth as possible. For further information, please contact the key stage managers.
- School council - our school council is pro-active and continuously involved with the development of policies and making changes within school. Children, when asked, knew that they could take their bullying issues to the school council via their class rep.
- Staff have given their input to this policy and requested laminated copies of the 'procedure for dealing with incidents' in all classrooms and leaflets in the reception area.
- Midday staff are given training every year - the focus recently has been on 'Positive Behaviour Management'.
- Adults/family members who come to school in support of a bullied child or a bully will be required to comply with this policy. Incidents will be dealt with by the senior management team and parents/carers will be consulted. Hartley School reserves the right to protect the safety of all stakeholders by upholding the law and involving the police or community police if necessary.

#### Links with Behaviour Policy.

This policy has close links with our school code of conduct policy. The two should be read together. This policy details all the reward and sanction systems in place in our school.

#### Procedure for dealing with incidents.

Here is the procedure used to investigate bullying incidents at Hartley.

Stage One - A pupil, or a parent/carers, reports bullying.

Stage Two - The person to whom the report was made either investigates the incident or reports it to someone else. In any case, they will need to make careful and accurate written notes at the time of the report.

Stage Three - A senior member of staff then informs the victim of the procedure and reassures them.

Stage Four - The investigator gathers information by interviewing all relevant parties separately. Make sure that witnesses wait separately to be interviewed. The investigator may need to consult pupil records and consult staff who were on duty at the time. There could be a delay while this takes place, if so, it is important to explain the delay in case the credibility of the procedure is put in jeopardy.

Stage Five - The investigator then weighs the evidence, reaches a conclusion, and discusses the findings with all parties, including relevant staff and parents of bullies and bullied. A full explanation must be given for unjustified, as well as justified, complaints.

Stage Six - The school then applies appropriate sanctions to those found guilty of bullying to reinforce the message that bullying can harm and will not be condoned. Sanctions can involve a progressive withdrawal from certain activities, e.g. from breaks and during lunch hour, and may lead ultimately to exclusion.

Stage Seven - Having applied the sanctions, the reason for the bullying should be investigated. Bullying may be a symptom of a wide variety of problems experienced by the bully.

Stage Eight - The incident will be written up in a log book kept for the purpose. The Chair of Governors and senior staff will have access to it. See Appendix B for a sample log book page.

SAMPLE LOG BOOK

LOG BOOK TO RECORD INCIDENTS

**Section 1**

Offender: ..... Year: ..... Date: .....

Other details: .....

Victim: ..... Year: ..... Reporter: .....

Other details: ..... Location: .....

Nature of the incident and context in which it took place:

Written by: .....

**Section 2**

Action taken with offender: .....

By: .....

Action taken with victim: .....

By: .....

**Section 3**

Outcome / recurrence / further action:

.....

## **Guidance notes to complete the log book of incidents**

### **General notes:**

1. All blank log book forms to be kept in a blank log book folder by the deputy and the head teacher only.
2. Blank log book forms should not be removed from the folder. Forms will be filed in numbered order.
3. All incidents to be brought to the attention of the head of year who will record their comments after they have carried out their investigation or taken action.
4. Completed log book forms to be filed by the head teacher after recording comments about the incident. Filing will be in a log book for completed forms.

### **Completing the log book:**

Section 1: to be completed by a member of staff reporting the incident or member of staff to whom the incident was reported.

Section 2: to be completed by those members of staff who have taken action with the offender or victim.

Section 3: to be completed by senior management.

NB If a blank form is removed for recording an incident it should be returned to wherever it was taken from. All spoilt forms will be kept in the log with the completed forms.

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