



**HIGHGATE**  
PRIMARY SCHOOL

## **Anti-Bullying Policy**

**October 2016**

To go against the dominant thinking of your friends, of most of the people you see every day,  
is perhaps the most difficult act of heroism you can perform.

Theodore H. White

This policy should be read in conjunction with both the school's Behaviour Policy and Exclusions Policy.

### **Introduction**

Persistent bullying can inhibit a child's ability to learn effectively and a member of staff's ability to do their job well. The negative effects of bullying can have an impact on a person for their entire life. Highgate Primary school wishes to promote an environment free from threat, harassment and any type of bullying behaviour.

### **Aims:**

- To ensure that all members of the school community have an understanding of what bullying is.
- To create an atmosphere and environment where children, parents and staff feel able to tell the school about bullying if it arises, and are confident that it will be taken seriously and dealt with.
- To put in place clear procedures for dealing with incidents of bullying.

### **Bullying: A Definition**

Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and causes pain and distress to the victim. Bullying can have some or all of the following characteristics:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence, unwanted physical contact
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Written: graffiti, notes etc (on walls, doors etc or in books, pencils cases, clothes or on-line)

Types of bullying can be homophobic, sexist, racist or aimed at a person's disability. These types of bullying are usually expressed through taunts, gestures, mimicking, joking, graffiti and focussing on someone's difference.

All these forms of bullying are unacceptable.

Whilst bullying is usually understood to occur repeatedly over time, there can sometimes be single acts of bullying taking place as isolated incidents.

### **Signs and Symptoms of Bullying**

An individual may indicate by signs or behaviour that he or she is being bullied. All members of the school community should be aware of these possible signs and should investigate where someone is:

- Is unwilling to go to school
- Is frightened of going to school alone (if they usually do in upper KS2)
- Changes their usual routine
- Becomes withdrawn, anxious, lacking in confidence
- Starts stammering
- Wets the bed
- Runs away
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to do less well in school work
- Comes home with torn clothes or books or other possessions missing
- Asks for money or steals money
- Has dinner or other money continually lost
- Has unexplained injuries
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Loses appetite
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

These signs and behaviours could be indicative of other problems, but bullying should be considered a possibility and should be investigated.

### **Procedures**

Parents and children are encouraged to inform the school when it is suspected that there may be ongoing incidents of bullying and individual acts of aggression, rejection or unkind behaviour.

### **Reports of Bullying by Parents**

If a member of the school community reports an occurrence of bullying, the following procedures should be followed:

- Listen to the individual and record their concern
- Tell them how you intend to follow this up
- Carry out an investigation into the incident
- Talk to the person who is being bullied and ask them to describe what has been going on
- Talk to the perpetrator
- Make it absolutely clear that the bullying behaviour must stop

In the case of an isolated incident, the individual concerned should be monitored and informed that they are being monitored.

- Let the victim see that the matter is being taken seriously
- Arrange for the perpetrator to apologise to the victim and verbally assure the victim that it will stop
- Make sure that the class teacher, meals supervisor and headteacher know what has happened
- Arrange for a special relationship with a meals supervisor in the playground as necessary
- Let all the meals supervisors know what has been going on and ask them to monitor the situation
- Report back to the parent to inform them about the action taken
- Ask them to keep the school informed if the bullying has not stopped.

### **Action following a confirmed incidence of bullying**

Where there has been an occurrence of bullying in school which staff have either witnessed or substantiated following investigation, the following action should be taken:

- The headteacher should be informed
- The headteacher meets with the perpetrator of the aggressive act
- The victim is made aware that the above action is taking place
- The headteacher sees the parents of the bully on the same day after school or as soon after as is possible
- The incident is recorded in writing and a letter sent or given to the perpetrator's parents
- A copy of the letter is kept in the child's profile card
- The victim's parents are seen by the classteacher or headteacher and the parents are informed what action has been taken by the school
- The consequences of the bullying will depend on the seriousness of the event and the child's behavioural history and may include: missing playtimes, letters/cards of apology, internal exclusion from peer group, fixed term exclusion, permanent exclusion.

### **Communication**

A copy of this policy is available to all members of the school community on request and the school office and is displayed on the school website.

### **Monitoring**

This policy is monitored annually by the Governors Safeguarding Committee

Date of next review: October 2017

### **Staff Responsible**

William Dean (Headteacher)

Rebecca Lewis (Inclusion Manger)

Katy Whitney (Pastoral Support Officer)