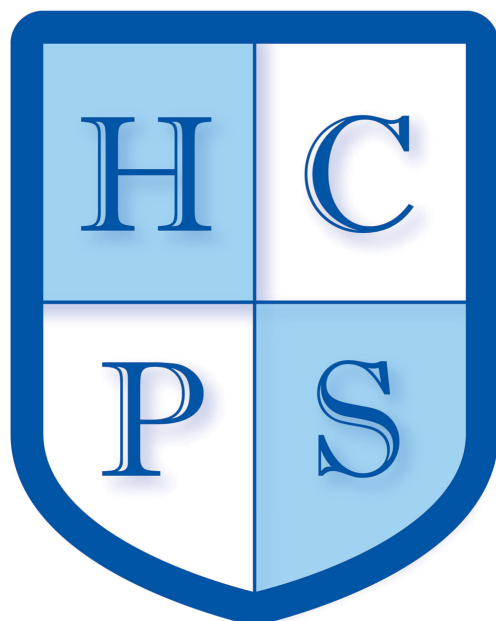


# Hunslet Carr Primary School



## Anti – Bullying Policy

**High Expectations  
Caring  
Positive Attitudes  
Successful**

Policy reviewed: Sept 2023

To be reviewed: Sept 2025

*High Expectations, Caring, Positive Attitudes, Successful*



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



**What does Impossible is Nothing means to us?**

**Impossible is Nothing means you can achieve anything when you are resilient and you persevere.**

## **Purpose of the policy**

For all people connected with Hunslet Carr Primary School to understand how seriously the school considers bullying, why it is so damaging and what the school will do to deal with bullying when it occurs.

## **Adoption**

The school governors at their meeting on **5<sup>th</sup> October 2023** adopted this policy. This is to be reviewed annually, or sooner if the need arises.

## **Principles and Values**

At Hunslet Carr Primary School we take all forms of bullying very seriously. Children, parents and carers should be assured that they will be supported when bullying is reported, this includes child on child abuse, cyberbullying, prejudice-based and discriminatory bullying.

Schools that don't recognise, acknowledge or understand the scale of bullying and downplay some behaviours related to bullying as 'banter' can create a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises bullying.

As a school we will always seek ways to counter the effects of bullying that may occur within school or in the local community.

The ethos of our school fosters high expectations and outstanding behaviour and we will challenge any behaviour that falls below this.

We promote the values of respecting, caring and helping each other whilst having the responsibility to look after each other. When working towards this ideal, staff will reinforce the message that while children do not have to be friends with everyone, they must be respectful of everyone else's feelings and show care, courtesy and consideration to all.

## **Equality Statement In support of our Mission Statement**

We are committed to advancing equality of opportunity and fostering good relations between people from different groups and cultures - eliminating unlawful discrimination, harassment and victimisation.

When implementing this policy we will take account the racial, cultural and religious backgrounds of our children, those with disabilities, including those which affect behaviour and those with other relevant protected characteristics.

Staff will follow the equality policy, welcoming every child to our school. Staff must be careful not to highlight differences between children as this gives other children permission to use the difference to call names or tease.

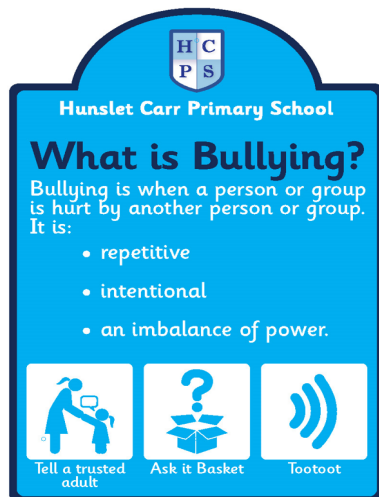
## **Objectives of this Policy**

- All governors, teaching and non-teaching staff, children and parents/carers should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.

## What Is Bullying?

The Anti-Bullying Alliance have an agreed definition of bullying based on research from across the world from the last 30 years. At Hunslet Carr Primary School, we use this definition to identify bullying.

**'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. It can happen face-to-face or online'.**



- **repetitive** means **repeated incidents over a period of time**
- **intentional** means it is **deliberately hurtful**
- an **imbalance of power** is **where one person or a group has power over someone else** e.g. strength or size of someone over another

All staff, children, parents and governors know what bullying is and our definition is displayed around our school grounds. When investigating allegations of bullying, it is this definition that all members of the school community will refer to.

Sometimes children can be unkind to others in word or deed without intending to dominate or bully, for example during a one-off incident between two normally well-behaved friends. Such behaviour wouldn't be considered bullying and dealt with using the school's Relationship policy.

Bullying can be:

- emotional e.g. being unfriendly, excluding, tormenting
- physical e.g. kicking, hitting, punching or any use of violence
- racial e.g. taunts, graffiti, gestures
- sexual e.g. unwanted physical contact or sexually comments
- homophobic/Transphobic e.g. the above actions directed at someone due to their sexuality or sexual identity
- direct or indirect e.g. said to someone or said about someone
- verbal e.g. name-calling, sarcasm, spreading rumours, teasing
- cyber e.g. text messaging or social media posts.

Bullying may be related to:

- Race, religion, culture, SEN or disability, appearance or health condition, home circumstances, sexual orientation or identity.

Bullying can take place in:

- The classroom, playground, toilets, to and from school, and online.

Bullying can happen during:

- The school day, to or from school, on residential visits, out of school.

Staff must remain vigilant about bullying and approach this in the same way as any other category of abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

It is important to understand, that even if there are no reported incidents, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding bullying, they should speak to either their AHT or a Designated Safeguarding Lead.

### **Reporting Bullying**

At Hunslet Carr Primary School, there are three main ways for children to report if they are being bullied. These three ways are displayed on our Bullying signs around school.



**Tell a trusted adult** – This is someone over 18, who the child knows and trusts. This could be a member of staff or a member of their family.

**Ask it Basket** – Ask it Baskets are in the classroom and a way for a child to communicate their worries to their class teacher.

**Tootoot** – Tootoot is an online app for children in Year 4-6 to report anonymously if they are being bullied.

### **Why is it Important to Respond to Bullying?**

No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim which may persist into adulthood.

Support will be available for victims of bullying. Everybody has the right to be treated with respect.

Children who are bullying need to learn the impact of their behaviour and be supported to learn different ways of behaving.

### **Prevention at Hunslet Carr Primary School**

We use a variety of methods to prevent bullying through assemblies, PSHE, Internet Safety lessons, ask-it baskets and activities during Anti-Bullying week.

Children are also consulted through the 'My School, My Health' Survey, organised by Leeds City Council. The results of which are shared with staff.

The ethos of the school means that all staff actively encourage children to have respect for each other and for other people's property. Good, kind and polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying. This will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff will reinforce expectations of behaviour as a regular discussion and will plan specific activities for focus weeks.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- termly assemblies on Anti-Bullying explaining what bullying is and what to do if they feel they are being bullied
- reminders about the Ask it Basket and Tootoot in PHSE and Happy Healthy Time lessons
- writing a set of class rules/promises
- writing stories or poems or drawing pictures about bullying
- reading stories where bullying is the main theme
- making up role-plays about what to do through scenarios of bullying
- discuss why it matters that bullying is dealt with quickly.

When an incident of bullying has been reported, staff will follow the bullying definition and investigate using these questions.

- Is it repetitive?
- Is it intentional?
- Is it an imbalance of power?

See the appendixes for flowcharts for what happens when an allegation of bullying is made – Staff, Parents and Carers and Children.

Each member of staff must be prepared to record and report each incident on CPOMs using the category of Bullying. No child should be made to feel like they are 'causing trouble' by reporting bullying.

In the case of racist, homophobic, transphobic or prejudice-based bullying, this must be reported to the Headteacher and recorded on a report hate crime form and returned to Leeds City Council.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

Incidents of bullying will be discussed with the Safeguarding Governor and shared with the Pupil Support Governing Board Committee.

### **Signs and Symptoms**

A child may indicate by their behaviour that they are being bullied. Adults should be aware of these signs and that should investigate if a child:

- is frightened of walking to or from school, asks to be driven to school
- becomes withdrawn anxious, or lacking in confidence
- comes home with clothes torn or possessions damaged or missing
- has unexplained cuts or bruises, feels hungry or stops eating
- is frightened to say what's wrong and gives improbable excuses.

These are not the only signs, and these behaviours could indicate other problems, but bullying should be considered a possibility and investigated.

### **Advice to Parents/Carers**

As the parent/carer of a child whom you suspect is being bullied:

- raise your concerns with your child, explain you want to help them
- they may not want to tell you out of fear you will take their phone away from them, you will stop them from playing outside or that it will make the situation worse; these are all natural fears for children to have and you may want to talk these fear through with them
- if they tell you about bullying, please inform the class teacher
- even if they don't tell you, but you suspect it is happening, please tell their class teacher
- in the case of cyber-bullying, take screen shots of the offensive, messages and use the reporting tools on social media apps to try to block the bully's access to the app
- call 101 and report the cyber-bullying to the police.

Parents/carers **should not**:

- attempt to sort the problem by speaking to the child whom you think may be the bully or by speaking to their parent /carer
- encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

### **Promotion of this policy**

The policy and methods for reporting bullying concerns will be promoted in the school, e.g. in information packs for new families and staff, and through regular awareness raising activities with existing children and their families.

### **Monitoring, evaluation and review**

The Headteacher will lead on the implementation of the policy. An annual report will be made to the Governing Body, including statistics about:

- The number of reported concerns.
- Monitoring information about the pupils concerned.
- Actions taken and outcomes.

Statistical information will be provided as required. The school will review the policy annually and assess its implementation and effectiveness.

### **Help Organisations**

For further help and advice, contact one of the following organizations:

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

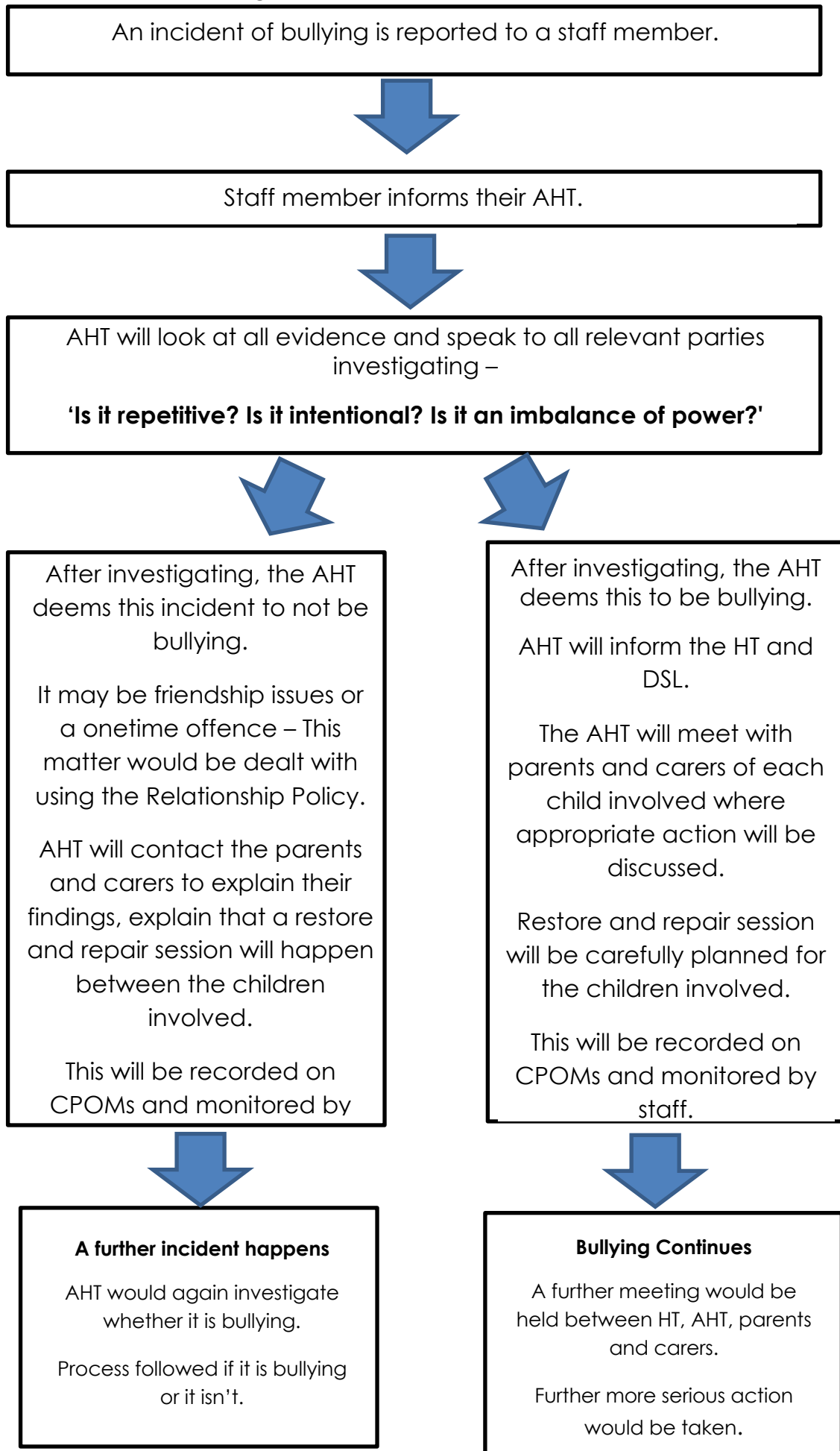
Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

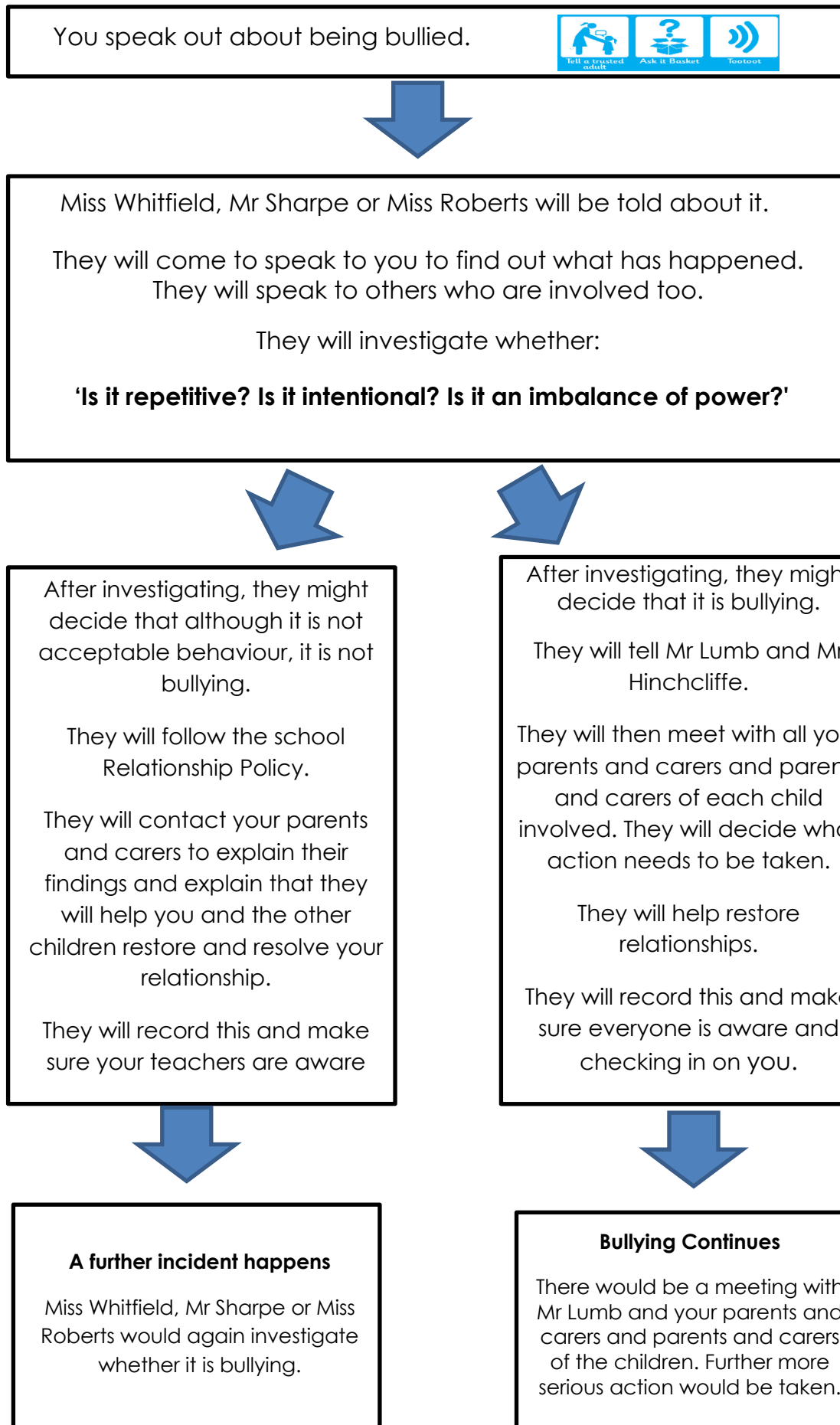
NSPCC Online [www.nspcc.org.uk](http://www.nspcc.org.uk)

## Appendix 1 – Staff Bullying Flowchart





Appendix 2 – Child Bullying Flowchart



Appendix 3 – Parent and Carer Bullying Flowchart

