

BUCKINGHAMSHIRE COUNTY COUNCIL



Thomas Hickman School

Anti-Bullying Policy

Adopted by Thomas Hickman School

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| This policy was adopted by the Full Governing Board | July 2014 |
| Governing committee accountable for review | Performance |
| SLT Member Accountable for Review | Co-Deputy Head Behaviour, Inclusion, Pastoral and Safeguarding |
| Date of Last Review | July 25 |
| Date of next review | July 26 |

| Version | Summary of Changes | Date | Author(s) |
|-----------|--|---------|-----------|
| Sept 25 | <ul style="list-style-type: none"> <li data-bbox="304 215 320 237">• | | |
| July 2025 | <ul style="list-style-type: none"> <li data-bbox="304 271 850 293">• No longer need to report on Bucks CC site. <li data-bbox="304 309 660 331">• Records will be on CPOMS | 21/7/25 | Abi Manly |

This policy should be read in conjunction with the Behaviour and Relationships Policy.

Aims of this policy

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful, humiliating behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

School Philosophy

B.I.R.D.S School Values: these underpin everything that we do at Thomas Hickman School and apply to all members of our school community.

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| Brave | We face challenges with strength and are willing to 'have a go' and take risks. |
| Independent & Inspirational | We are inspirational citizens and there is no limit to what we can achieve for ourselves and our community. |
| Resilient & Respectful | We respect everyone as individuals regardless of differences and do the right thing even when no one is watching. |
| Determined | We are determined to succeed and strive for greatness, even when giving up is the easier option. |
| Scholarly | We gain knowledge by being curious; empowering us to create the lives we want for ourselves. We call this 'growing our brains'. |

The mantra at Thomas Hickman School is 'No BIRD's a Bully!'

At Thomas Hickman School we endeavor to improve the lives of children, young people and families. We celebrate our rich diversity and take steps to tackle all kinds of bullying. In doing so, we believe that children will attain more at school and our community will be happier and more successful.

We celebrate all our children and their families without discrimination.

We are a caring community where our whole-school, BIRDS charter is built on mutual trust and



There are 'No Outsiders' at Thomas Hickman School because everyone is included: everyone is welcome and all difference is celebrated. This is fundamental to our school ethos and permeates all that we do at THS.



Where CURIOSITY HATCHES, Creativity takes Flight and Learning SOARS TO A SKY OF opportunity.



As a **Trauma Informed School (TIS)** staff at Thomas Hickman understand that **Adverse Childhood Experiences (ACEs)** will impact a child's ability to manage school life and inhibit their ability to learn and reach their ambitions. Research shows that children with **3 Aces or more** are;

- Twice as likely to experience academic failure
- Five times as likely to have attendance problems
- Twice as likely to be overweight
- Thirty two times more likely to have behaviour problems

For every additional **ACE** there is an increased risk of learning difficulties, behaviour problems, obesity and

mental health issues later in life.

Staff at THS know that emotionally available adults in school actually shape the neurocognitive development of executive functions in the child's frontal lobe and therefore interrupt the impact of ACES – in essence, adults who have a strong relationship with a child can redirect a child's future.

Therefore, staff work tirelessly to:

- Understand a child's 'story' – what's happened to them in their little lives so far, **not** 'what's wrong with them'?
- Develop secure attachments with the children in their care
- Ensure that children are kept **safe**, are **seen** and **soothed** and that they feel **secure**.
- Help children to understand how the 3 main areas of the brain work to support their emotional literacy, co-regulation and, ultimately, work towards self-regulation all of which are far more challenging for a child with **ACES**.

Hand on Heart is a whole school approach that encompasses **TIS** alongside **Norfolk Steps** methodology to ensure that our school community is a place where children are ready to be curious, take flight and learn well, leading to a sky of opportunity and a successful adult life.

Introduction

We understand bullying as hurtful or humiliating behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Children who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, absence from school, clinging to adults or bullying others. There may be evidence of changes in work patterns, lacking concentration or in eating habits.

Children who bully others are themselves experiencing difficulties and they are not aware of this, this sometimes being the reason why they take their anger and frustration out on others. Children who are bullying need to take responsibility for what they do but we need to be aware that they may be experiencing difficulties themselves and these will need support also in line with our Hand on Heart philosophy.

Pupils must be encouraged to report bullying in schools. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups).

Our teaching and ancillary staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory Duty of Schools

The Headteacher has 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.

Children have a duty to behave in an appropriate manner whenever they are in school uniform, travelling to and from school, or can be identified as being from our school. If any incident happens off site then staff may become involved in dealing with the behaviour or it may be referred to the Community Policing Team. This will depend on the nature of the incident and its effect on school. If it could have repercussions for the orderly running of the school, if it poses a threat to another pupil or member of the public or if it could adversely affect the reputation of the school, then school are within the law to respond.

Implementation

Staff

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. These incidents should be dealt with following our Hand on Heart processes as detailed above.
- A clear account of the incident will be recorded Behaviour Watch and so that it can be followed up by a member of SLT.
- The SLT member will interview all concerned and will update the record on Behaviour Watch.
- Class teachers will be kept informed and if it persists will advise SLT.
- Parents of all parties will be contacted and kept informed.
- 'Consequences' will be used as appropriate and in consultation with all parties concerned in order to restore relationships and positive behaviours.
- If, after investigation, it is felt that a pupil or pupils are being bullied then the incident will be logged on CPOMS.
- Notes will be collated in the child's file and regularly updated.

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with class teacher or member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents or guardians to help change the attitude of the pupil.
- Follow a programme of restorative behaviours.

The following steps can be taken to prevent and stop bullying behaviour:

- Official warnings to cease offending.
- Missing break times or special events.
- Removal of responsibilities (e.g school council or house captain).
- Internal exclusion.
- Exclusion from certain areas of school premises.
- Suspension

- Permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas in an attempt to eradicate such behaviour.

The schools values will be embedded across the school and thus aid behaviour.

Monitoring, Evaluation and Review

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Behaviour Watch is used by staff to log, track and ascertain patterns of behaviour.

Appendix 1: Parental Advice

Appendix 2: Staff Advice

Definition of the term “Bullying”

Bullying is defined as deliberately hurtful behaviour *REPEATED* over a period of time, where it is difficult for those being bullied to defend themselves.

Children do get bullied. The feeling is one of total insecurity and can cause great stress and anxiety. They can feel powerless to do anything or have anything done which might help their predicament.

1. Be very positive. Steps will be taken, things will change. They are right not to accept what is happening to them. It will be stopped. Try to accentuate the positives and diminish the negatives.
2. Try to talk to your child. It can be very difficult for them because they can feel guilty that they have let you down in some way because it is their fault.
3. If they can't talk about it, ask them to write it down. This can sometimes help because it can clarify thoughts. It is also less intrusive.

*Ask your child these questions:

- How long has it been happening?
 - What has been happening?
 - What would they like to happen?
 - Is there any way they can see that this can be done?
4. They need to know that bullies need to be confronted and the first step is to bring out into the open what it is that they are doing which is wrong. Bullies don't like people to know what they are doing.
 5. Ask the child to seek adult help – the school may know nothing about what has been happening. It will also take some time to make arrangements to sensitively deal with matters, but only two or three days to implement a strategy.
 6. They should talk to a teacher whom he/she trusts and feels can help.

Children need to know that:

- By hiding what is happening the bullies win.
- Only by confronting the issue(s) can any resolution be found.
- The bullies may not realise that they are bullying.
- By making people aware, the victim can gain back a degree of control.

Different groups concerned with bullying give different advice on how to deal with a bullying situation and it is up to the staff to decide which strategies to adopt. There are many aspects which overlap and these are the common sense statements which are largely in current operation.

1. Tell the children from day one that bullying in any form will not be tolerated in the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
2. In class the children should discuss bullying – what it is, what can be done, etc.
3. Have the children make up rules for behaviour. Agree a set of class/school rules.
4. Agree possible solutions and punishments if necessary. This can be done by the children in some instances.
5. Have the children discuss ways in which they can help bullies become part of a group.
6. If bullying is happening inform a member of SLT.
7. BE SURE, to find out ALL THE FACTS, talk to the bullies and the victims individually and witnesses to get the FULL picture. Use Hand on Heart principles. If the bullying is about a particular issue (e.g., family, death, divorce, disfigurement, etc.) mount an education programme about the programme but not focused on the particular child. Call in the parents, ask for their suggestions and solicit their support.
8. If necessary break up the group dynamics by assigning different seating places in class, separate playgrounds; bullies to be the last allowed to leave at the end of the school day. We need to turn peer pressure against bullying and break up groups.
9. Teach children to be assertive. Differences should be acceptable and never a cause of bullying. Reward and encourage children for individuality.
10. Appoint responsible children who can act as a 'sounding board' for children/peers who are being bullied.

Thomas Hickman School Anti-bullying Policy - Appendix 3 – ‘No BIRD’s a Bully’

Checklist

What bullying is (and isn't)

- When someone says or does something unintentionally hurtful and they do it once, that's **RUDE**.
- When someone says or does something intentionally hurtful and they mean to do it, that's **MEAN**.
- When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset that's **BULLYING**.

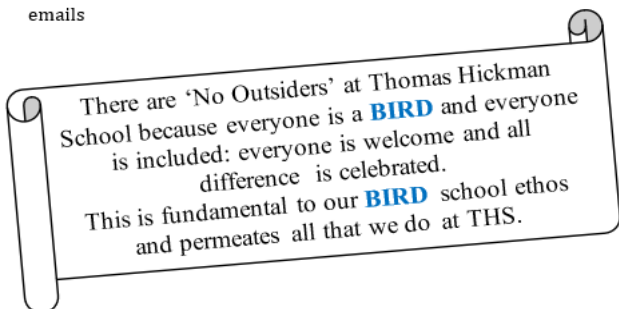
Bullying can be...

PHYSICAL – Kicking, hitting, punching people on purpose or taking someone's belongings.

VERBAL – Name calling, baiting and taunting someone. Saying discriminatory remarks or swearing at someone.

INDIRECT – Spreading rumours/gossiping, writing graffiti or excluding someone from a social group and making him/her feel left out.

CYBER BULLYING – Sending nasty messages, photographs, texts or emails



The School's Role:

Our school has an anti-bullying policy which can be found on our school website.

- All children involved, particularly if it's part of a bullying group, will be spoken to about the incident and action taken to **stop it**.
- Work will be done to repair and restore the children's relationship – rebalance the power shift.
- Members of staff are trained to be alert to signs of bullying and will act promptly, sensitively and effectively.
- We will provide additional support for the child being bullied (victim) and those who have bullied (perpetrator.) This is in keeping with our *Hand on Heart* Behaviour and Relationship principles.
- Guidance will be given from our pastoral support team or if necessary from other external, trained professionals.



Why don't school 'get rid' of the bully?

Parents are often surprised when schools don't automatically suspend or exclude children that are bullying.

Why would a school want to work with their child's tormentor? Why not just get rid of the 'problem child'?

There is no evidence that children are born 'bullies' or 'victims'- they change their roles according to who they are with, where they are and how they are feeling.

Moving a child who bullies to another school won't **STOP** the behaviour

In keeping with our *HoH* principles the school will work with the perpetrator (or bullying group) to understand their behavior and help them develop empathy towards to understand the effect their behaviour has on others.

No BIRD's a bully



Anti-Bullying

Information for parents, carers, children, teachers and governors at Thomas Hickman School

No BIRD's a bully!

See something
Say something
Sort everything.

Everyone matters, so if you or someone you know is being bullied, tell someone you trust, immediately.

When is it bullying?

Several
Times
On
Purpose

What can you do?

Start
Telling
Other
People

Thomas Hickman School, Belgrave Road, Aylesbury, Bucks, HP19 9HP
Telephone: 01296 485683 Email: office@thomashickman.bucks.sch.uk
Website: www.thomashickman.bucks.sch.uk

The child's role:

Children should give a clear account of the incident, stating facts as soon as possible to an adult in school.

- Never feel afraid of reporting bullying
- Ask a friend to come with you for support.
- Let a peer mentor know, peer mentors know what to do and they can help. Mentors will tell the adults.
- All adults in the school will help you and support you throughout the process.
- Ask the bully to **STOP** - if you can, use eye contact. Tell him/her to **GO AWAY**
- Then tell someone immediately

IT IS NEVER YOUR FAULT.

A Parent/Carer's Role:

Listen to your child and support by asking questions, without interrogating

- Make sure your child understands the difference between bullying and someone being mean or rude
- Don't belittle what they are telling you. However minor it may seem to you their feelings are very real for them.
- Try to not let your child see it is upsetting you, stay calm and be patient
- Try not to jump in with advice or solve the problem. Find out all the facts first.
- Praise your child for telling you, reassure them that they have done the right thing and you will help.