

PILGRIM PRIMARY ACADEMY



Anti-bullying Policy September 2021

Date of Policy Review:	Reviewer:	Date Shared with Staff:	Date of Next Review:
September 2021	L Meek	September 21st 2021	September 2023

Aims and Objectives

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and where measures are in place to reduce the likelihood of bullying. Bullying is wrong and damages children's emotional welfare and can impact on their ability to focus on learning. The school does not tolerate bullying of any kind and aims to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Roles and Responsibilities

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The policy statement makes it very clear that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the headteacher and senior staff

The headteacher sets the school climate of mutual support and praise for success through the school's positive behaviour strategies, thus making bullying less likely. It is the responsibility of the headteacher to implement the school's anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The head teacher will keep records of incidents of bullying, actions and outcomes.

It is the role of the headteacher to ensure parents understand our approach to bullying and receive feedback when they have reported incidents to staff.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour. The headteacher draws the attention of children to this fact at suitable moments e.g. during the annual anti bullying day, assembly topics and through the school council.

The role of all staff

Teachers and support staff work with all the children in their class and the wider school to establish a climate of trust and respect for all. We do this through praising, rewarding and celebrating the success of all children, and also addressing incidents of poor behaviour or bullying. Staff educate the children in the importance of behaving in accordance with our school values and model this in their actions for the pupils.

All staff in our school take all forms of bullying seriously and seek to prevent incidents from taking place. They keep school records of all incidents that happen in their class and incidents reported to them in the wider school and also amongst their peers outside of school time. Staff have a duty to deal promptly with any incidents of bullying as outlined within this policy.

If, as members of staff, we become aware of any bullying taking place between the children, we deal with the issue immediately. The staff member reports every event of bullying to the headteacher or senior leader. Senior Leaders investigate and deal with any reported bullying. We spend time talking to all

children involved including the child who has bullied; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. When it is clear that bullying has taken place, an appropriate sanction will be put in place. Where an episode of bullying may have had a lasting or profound effect on a pupil, this may involve counselling and support. The headteacher keeps clear records of any incidents of bullying and their outcomes.

If a child is repeatedly involved in bullying other children, the Head teacher is always informed and the parents/carers are invited into the school to discuss the situation and decide a way forward for their child.

The role of parents and carers

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher, a senior leader or the head teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of children

Children play an important role in the drive to eradicate bullying behaviour. They should make an adult aware (at school or at home) if they believe themselves to be a victim of bullying or if they believe someone else is being bullied.

It is important that children recognise their role as bystanders when bullying occurs. Evidence suggests that there are 4 types of bystander:

1. **Assistants** who join in and assist the bully.
2. **Reinforcers** who do not actively attack the victim but give positive feedback to the bully, providing an audience by laughing and making other encouraging gestures.
3. **Outsiders** who stay away, not taking sides with anyone or becoming involved, but allowing the bullying to continue by their 'silent approval'.
(these behaviours do not take a supportive stance)
4. **Defenders** who show anti-bullying behaviour, comforting the victim, taking sides with them and trying to stop the bullying by telling adults.

We instil in our children the '**Power of telling for Good**' and we want our school to be a telling school where children take on the role of defender and tell adults what they have seen. In this climate bullying is not seen as acceptable by the children.

(this behaviour is considered a supportive stance)

Definition of Bullying

The school uses the DfE guidance to define bullying as:

Actions that are meant to be hurtful, and which happen on a regular basis and involve an imbalance of power. This includes actions that are direct (either physical or verbal) or indirect (e.g. being ignored, excluded or not spoken to).

Types of bullying

Specific types of bullying include those relating to: race, religion, culture or gender; SEN or disabilities; appearance or health conditions; sexual orientation; young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying (see appendix for further information).

Cyber bullying

It is recognised that bullying can take place outside of school through the use of mobile phones and social networking sites. This is termed cyber bullying.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet to deliberately upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents/carers will be encouraged to report these incidents to the police as criminal laws may apply (such as those pertaining to harassment, threatening and menacing communications). The school, wherever possible and appropriate, will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

Definition

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is **ongoing** (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2. It is **deliberate**
3. It is **unequal** – it involves a power imbalance (this can result from size, number, higher status, being “different” or having access to limited resources)

With the children we use the mnemonic ‘**STOP**’: ‘**S**everal **T**imes **O**n **P**urpose’ to help them recognise the key characteristics of bullying behaviour.

Acts of bullying can include: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites; producing graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling or arguments. Children sometimes fall out or say things because they are upset, angry or frustrated. When occasional problems of this kind arise it is not classed as bullying. It is bullying if these actions are knowingly taken Several Times On Purpose. It is an important part of children’s development to learn how to deal with friendship breakdowns, conflicts or arguments. In this instance, our role is to support children in learning how to deal with these situations and to develop the social skills to repair relationships.

Action to prevent bullying behaviour

Children are provided with clear messages about bullying reinforced and encouraged by an empathetic, listening culture amongst the adults in the school.

We will make every effort to prevent bullying by:

- conveying key messages about bullying through an anti-bullying theme each November which coincides with National Anti-Bullying Week.
- recognising, respecting and celebrating all aspects of diversity within our school community, underpinned by our school values
- provide opportunities for the development of social skills and self esteem within and across the curriculum; discussing bullying and how we can prevent it in class times and assemblies
- Planning specifically to teach anti-bullying strategies through our PSHE curriculum
- giving praise and support to those who ‘do the right thing’ in standing up to bullying behaviour
- preventing incidents of bullying through observing and intervening; being watchful and observe the social relationships between pupils-both in and out of class.
- noticing changes such as poor work, sudden illness, isolation, wanting to stay with adults, poor attendance, which may be an indicator of bullying (see appendix for a more comprehensive list of possible indicators)

Dealing with bullying behaviour

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour. Pupils and parent/carers are encouraged to report bullying to any member of staff. Pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of regarding others.

Once a potential incident is reported, staff will follow the following procedures:

- Offer immediate support to the victim- listen carefully and wherever possible offer strategies to avoid further recurrence
- Take the incident seriously by involving a member of the Senior Leadership Team
- Fully record all incidents, together with the action taken (this will convey to victim and bully how seriously the school regards bullying behaviour)
- Ensure that all discussion and recording is undertaken with two adults present.
- Give the victim and bully a chance to each tell their side of the story, together if possible but supported by a senior teacher
- Make the bully aware that their behaviour is unacceptable and put appropriate sanctions and/or support in place to reinforce this
- At this stage, clear expectations for future behaviours will be agreed and then monitored.
- Inform the parents of both the victim and the bully of the action the school has taken. This will be done by the headteacher or other senior leader either by phone or a face-to-face meeting. Set a target/date for monitoring any agreed actions
- The headteacher will record the incident in the central behaviour records and these are shared regularly with Governors

In the event that the bullying behaviour does not stop, parents/carers will be informed in writing by the headteacher and parents/carers will be invited to discuss further ways of changing the behaviour. This may include an action plan with agreed targets, behaviour support, a Behaviour Plan, or referral to the Excellence Cluster MAST team. At this stage, consideration is given to further sanctions such as exclusion at break times, lunch times or other activities/times when bullying has occurred.

Any further continuation of bullying behaviour may result in a full day internal seclusion, a fixed term or, in circumstances where all other actions have failed to stop the bullying behaviour, permanent exclusion will be considered by the headteacher and Governors.

Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully ensure that the victim understands that the issue has been taken seriously
- Inform all staff who work with the victim, and their friends, to help him/her feel safe and supported.
- Learning Mentor/Counselling offered
- Mediation - only if appropriate and requested (it may not be appropriate for this to take place immediately)
- Regular and ongoing parental support and involvement
- Private diaries given and self-assertive strategies discussed

Appendix

Further information which supports this policy:

The DCSF promotes the following ten steps to work towards an inclusive school environment using a whole school approach.

1. **Acknowledge and identify the problem of bullying** – recognise that all sorts of bullying takes place in schools, even if not immediately visible.
2. **Recognise the existence of homophobic bullying** – ensure that your anti-bullying policy takes homophobic bullying into account. Challenge pupil's use of the word 'gay.'
3. **Promote a positive social environment** – all pupils should be supported by the entire school community regardless of their differences.
4. **Address staff training needs** – ensure that all staff are confident in knowing how to respond to homophobic bullying.
5. **Provide information and support for pupils** – make information about support services available to all pupils.
6. **Include addressing homophobic bullying in curriculum planning** – help pupils understand diversity by teaching about homophobic bullying in an age appropriate way.
7. **Feel able to use outside expertise** – External agencies such as lesbian or gay charities can offer support by addressing homophobic bullying in school.
8. **Encourage role models** – openly gay staff, governors, parents, carers and or pupils can be strong role models in school.
9. **Do not make assumptions** – do not assume that: all pupils and staff are heterosexual, all pupils experiencing homophobic bullying are gay.
10. **Celebrate achievements** – make successes known such as updating the school anti-bullying policy, reducing bullying through lesson time, newsletters, websites etc.

The full guidance can be downloaded online at www.teachernet.gov.uk/publications (REF No - DCSF-00668-2007)

Homophobic bullying

What is homophobic bullying? Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bi-sexual people.

How to respond to homophobic bullying The response should be in line with Ofsted guidelines and be 'swift, proportionate, discreet, influential and effective.'

Responding to homophobic language Casual homophobic language is common in schools. Pupils can think this is acceptable if it is not challenged.

- Pupils should know that homophobic language is offensive and will not be tolerated in school.
- If a pupil makes or continues to make homophobic remarks explain in detail the effects of homophobic bullying on people.
- If a pupil makes persistent remarks they should be removed from the classroom and staff should talk to the pupil in more detail about why their comments are unacceptable.
- If the problem persists, involve Senior Leaders to ensure the pupil knows that sanctions will apply if they continue to use homophobic language. Consideration will be given at this stage to inviting the pupil's parents or carers to school to discuss their behaviour.

Signs and Symptoms:

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Adults (including parents/carers) should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school on their own/ begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning without explanation
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go “missing” (including money or food/snacks)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable (starts using aggressive language for no apparent reason)
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

Sources/Resources:

There are many on-line resources including:

Childline

Freephone 08001111

www.childline.org.uk

Kidscape

www.kidscape.org.uk

Bullying On Line

www.bullying.co.uk