



Anti-bullying Policy

Intention

It is our mission to build a happy, safe learning environment; where whoever you are, wherever you're from and whatever your starting point, we will nurture you, love you and work with you - so that you leave us knowing that you can change the world, as we grow together in God's love.

This policy does stand alone, however it should be read in conjunction with our Online Safety Policy and Behaviour Policy.

Our values and rules

THINK: We are thoughtful

CARE: We are caring and kind

SEEK: We persevere with courage

BUILD: We co-operate

RESPECT: We respect everyone

And everything we do, is done with LOVE.

Aims

- To ensure that everyone feels safe.
- To instil a culture of openness.
- To empower all stakeholders with Growth Mindset.
- To deal with every case individually, sensitively making sure all involved are listened to.
- To recognise bullying as a safeguarding concern, where the perpetrator will need as much support as the victim.
- To provide our pupils with the resilience, strength of character and tools to overcome bullying throughout their lives.

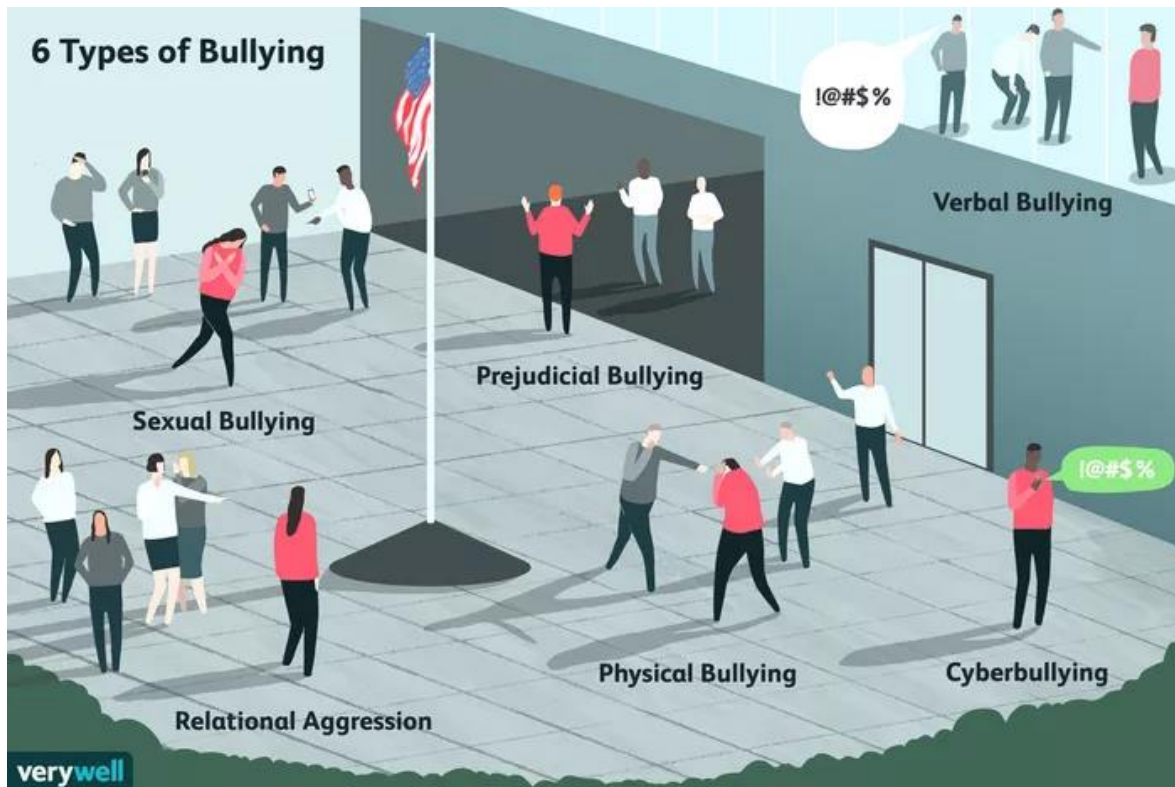
Definitions

Bullying is an inequality of power within a relationship.

We view bullying as someone's way of communicating that they have low self-esteem, possibly due to a power inequality elsewhere in their lives.

Bullying is where the victim is the target of unwanted attention several times on purpose.

Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



Type of bullying	Examples
Verbal	teasing, running someone down, name-calling, threats
Physical	pushing, inappropriate gesticulation, hitting, kicking, spitting, taking possessions
Relational	leaving someone out on purpose, ignoring, embarrassing, spreading rumours
Cyber	sending inappropriate / nasty messages, spreading rumours on social media, sending embarrassing pictures including upskirting, sexting
Sexual	peer on peer abuse including sharing images of pornography, speaking graphically about sexual acts, touching inappropriately, sexual jokes and comments
Prejudicial – rooted in prejudice	any race related or homophobic abuse.

Implementation

Recognising the signs of bullying

- making changes to their usual routine
- being frightened of walking to or from school
- being reluctant/unwilling to go to school
- beginning to truant

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- becoming withdrawn anxious, or lacking in confidence
- starting to stammer
- crying themselves to sleep at night or having nightmares
- feeling ill in the morning
- beginning to do poorly in schoolwork
- coming home with clothes torn or books damaged
- having dinner or other monies continually 'lost'
- having a number of unexplained cuts or bruises
- becoming aggressive, disruptive or unreasonable
- bullying other children or siblings
- not eating
- being frightened to say what's wrong
- giving improbable excuses for any of the above
- being afraid to use the internet or mobile phone
- being nervous & jumpy when a cyber message is received

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

PSHE Curriculum

Our pupils, through the Jigsaw PSHE curriculum learn how to be resilient and understanding of what bullying is. For this reason, incidents of bullying are rare at our school.

A culture of openness and communication is nurtured in these weekly sessions to empower children to have the confidence to speak up if they are being bullied or if they see it happening to someone else.

Bullying forms a significant part, including taking part in extra-curricular activities such as Anti-Bullying Week, of the curriculum overview as we want to equip our children with the tools to tackle and overcome bullying through life.

STOP Culture

The STOP approach is effective because it is memorable. The STOP acronym helps children and adults see the difference between bullying and isolated incidents of spitefulness by explaining that bullying is ... Several Times On Purpose.

The STOP message also tells people what to do about bullying too: Start Telling Other People.

The process of reporting

All stakeholders have a responsibility to be alert for the signs of bullying, and to report it if they see it. They can do this by speaking to any member of the team.

As soon as an allegation of bullying is mooted, SLT will begin investigations recording details of incidents in the Behaviour Folders appropriate to the Year Group of the children involved. These folders are reviewed half-termly by the DSL team in order to look for trends and patterns in behaviour. Behaviour incidents are reported termly to the FGB in the HT Report, which is another opportunity to identify cases of bullying or safeguarding concerns.

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All children involved will be spoken to individually and their version of events recorded. SLT will judge whether it is unkindness, the beginnings of bullying or something more serious and follow the Behaviour Policy accordingly.

Unkindness – restorative justice and reconciliation.

Early signs of bullying – support for all involved using our ELSA and nurture provision and a communication book started to record incidents from home and in school.

More serious – parents of all involved invited in and a support plan put in place.

Support for the victim

- Regular ELSA sessions working on self-esteem and building friendships, as well as talking about their experiences.
- Parents/carers of the child/children being bullied will be informed and invited to meet with a senior leader to discuss the situation and the actions the school has taken.
- In consultation with the child/children and their parents/carers, suitable support will be put into place for the child/children being bullied. The nature and level of support will depend on the individual circumstances and the level of need. This can include a quiet word from a teacher that knows the pupil well or asking for regular in-school pastoral meetings to providing formal counselling or referring to Child and Adolescent Mental Health Services (CAMHS). This support may also include helping the child/children develop strategies to prevent re-occurrence. Support may also involve assertive behaviour mentoring, to encourage early reporting of future incidents and/or to develop suitable responses to verbal, physical and online attacks on an individual level.

Support for the perpetrator

- Any consequence will reflect the seriousness of bullying as well as providing an opportunity for the child/children to reflect on their behaviour and consider their actions – this will usually involve completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation.
- We recognise bullying as a child's way of communicating that they are not ok. Either they are acting out something they have experienced, or their self-esteem is so low that they need to feel empowered. For this reason, they will receive ELSA support to explore the root of their actions, as part of a wider support plan.
- It may be necessary to separate the child/children doing the bullying from the child/children being bullied for a period of time to provide an opportunity for the situation to be resolved. Separation may occur within class, on the playground, in the lunch hall, at before/after school clubs or when travelling to/from the premises.
- Parents/carers of the child/children doing the bullying will be asked to attend a meeting with a senior leader to discuss their child's conduct.

Inclusion

Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



This Anti-Bullying Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to: Anti-Bullying Policy Page 8 of 12 07/10/2019

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference.

Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis.

Children with special educational needs or disabilities can often lack the social or communication skills to report bullying incidents. **Staff must be alert to the potential bullying this group faces and aware of their concerns.** The specific/special needs of pupils will be used to determine how this Anti-Bullying Policy is applied. Expectations and sanctions will be adjusted to meet the needs of individuals on a case-by-case basis so no child is discriminated against unfairly. This Anti-Bullying Policy will be carried out in accordance with the SEN Code of Practice 2014.

The law

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

This policy is decided by the school. All teachers, pupils and parents must be told what it is.

Some forms of bullying are illegal and should be [reported to the police](#). These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Schools must also follow [anti-discrimination law](#). This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland.

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Responsibilities: A whole-school approach to bullying

The Role of Pupils

- To follow the school's values and develop a Growth Mindset.
- To be tolerant of others, embracing and celebrating difference and diversity.
- To understand what bullying is/is not by applying the school's STOP message.
- To report bullying concerns immediately to a trusted adult at school/home.
- To follow the 'Behaviour and Anti-Bullying' guidance shared in assemblies

The Role of Parents/Carers

- To promote the school's values at home.
- To encourage tolerance, embracing and celebrating difference and diversity at home.
- To understand what bullying is/is not by applying the school's STOP message.
- To support the school in applying this Anti-Bullying Policy if their child is being bullied.
- To support the school in applying this Anti-Bullying Policy if their child is found to be bullying others.
- To follow the Home-School Agreement and the Parent Code of Conduct.
- To report bullying concerns to the school and let school staff resolve the situation.

The Role of School Staff

- To challenge prejudice and intolerance in all its forms - homophobic, transphobic, racist, targeted at faith, sexist or disablist.
- To promote and celebrate tolerance, difference and diversity.
- To follow and apply the school's Behaviour Policy. □ To promote Growth Mindset and school values throughout the day.
- To understand what bullying is/is not by applying the school's STOP message.
- To assist senior leaders in the investigation and monitoring of bullying incidents.
- To record incidents of bullying as a Cause for Concern.

The Role of Senior Leaders

- To ensure the school's strategies for prevention and intervention are effective.
- To help others understand what bullying is/is not by applying the school's STOP message.
- To resolve bullying incidents effectively by investigating thoroughly and communicating clearly, and by applying the procedures set out in the school's Behaviour Policy and this Anti-Bullying Policy.
- To assist other staff members in the identification, investigation and recording of bullying incidents, providing training where necessary.
- To log and monitor incidents of bullying on the school's Blue Behaviour Folders
- To ensure the Governing Body is made aware of bullying incidents, including the school's response and the outcome.

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The Role of the Governing Body

- To ensure this policy adheres to the latest statutory guidance and legislation.
- To ensure this policy meets all regulations concerning equal opportunities.
- To support the headteacher, senior leaders and school staff in implementing and applying this policy.
- To liaise with the headteacher to ensure that the policy is implemented fairly and with sensitivity.
- To consider all representations from parents/carers regarding this policy.
- To monitor anti-bullying incidents and hold staff and senior leaders to account for their response
- To evaluate the effectiveness of the school's anti-bullying strategy.

Cross references

- Child Protection and Safeguarding Policy – Annex section, with definitions of the different types of abuse a child might encounter, which are all types of bullying.
- Behaviour Policy
- PSHE Curriculum Policy
- SEND and Inclusion Policy
- Equality Policy
- Online Safety
- Acceptable Use Policies and Addendum

Next steps

- To promote STOP message in conjunction with School Council.
- To raise the profile of Anti-bullying by making information readily available.
- To work towards November's Anti-bullying Week.
- To apply for the All Together Award.

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