



Pennington C of E Primary School
Be The Best You Can Be!



**PENNINGTON
C of E
PRIMARY SCHOOL**

ANTI-BULLYING POLICY

Agreed _____ 12.2.26 _____



Pennington Church of England Primary School

Anti-Bullying Policy

RATIONALE:

The aim of this policy is to outline the school's zero tolerance approach to bullying, in all its forms, and to give guidance to all staff, learners and parents regarding what to look for, what to do and how the school will investigate and deal with bullying behaviour.

This policy was formulated using a range of national documents: including Anti-Bullying Guidance for Schools, Anti-Bullying Alliance Statement of Purpose, Children's Act (2004), Local Guidance: Hampshire Children's & Young People's Plan (2009); HCC Children & Young People's Anti-Bullying policy (2009).

At PPS we want to ensure:

- The school is a community in which every member is respected
- An environment where everyone feels safe and secure, free from intimidation, threat or harm from other people
- All staff deal with bullying in a consistent and effective way which supports the victim
- That bullying can be uncovered by: direct observation and reporting of bullying by staff and or pupils, reporting by victims themselves or reporting by parents and carers
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching, and non-teaching staff should know what the school policy is on bullying, and follow it if bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated



Communication

This policy and these procedures should be communicated and discussed with all stakeholders. It will be reinforced and promoted through school worship, class discussions (especially of real incidents), PSHE, drama and role-play etc. Children will be told how to identify and inform about bullying, whatever form it takes.

The emphasis in all the above will be that aggression and bullying always hurts someone and will not be tolerated. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

What is Bullying?

Bullying is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' (Anti Bullying Alliance)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be physical (e.g. hitting, kicking, pushing people around, spitting or taking, damaging or hiding possessions) verbal (e.g. name-calling, taunting, teasing or insulting), emotional or psychological (e.g. intimidating, isolating or excluding a person from a group, spreading rumours or writing unkind notes, texts or emails) and cyberbullying (see Appendix 1).

Bullying may also be sexual (talking to or touching someone in a sexually inappropriate way); sexist (related to a person's gender or gender reassignment); racist, or regarding someone's religion, belief or culture; related to a person's sexual orientation (homophobic bullying); related to pregnancy and maternity; related to a person's home circumstances; or related to a person's disability, special educational needs, learning difficulty, health or appearance.

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.



Symptoms and Outcomes

It is important that we are sensitive to learners and recognise that vulnerable learners can be particularly susceptible to being a victim of bullying or being the perpetrator of bullying. Bullying is a deeply damaging activity, potentially causing psychological damage for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood. If bullying behaviour leads to any concerns that any learner may be at risk of harm, the school's Safeguarding Policy and Procedures will be followed.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning or during lessons
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone or is nervous 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



Examples of bullying behaviours	Examples of bossy/boisterous behaviours
Repeated verbal or physical abuse often on younger, smaller, vulnerable or timid children or on children who appear 'different'	Bossing/dominant play situation with whoever is around and is characterised by lack of consideration and empathy for others
Wilful conscious desire to hurt, threaten or frighten others	Poor social skills reflecting a lack of understanding about how to play or take turns with others
Purposeful spoiling of other children's activities showing violence and hostility	Often spontaneous name calling or physical assertiveness, but not calculated to offend/hurt but usually characterised by a lack of consideration for others
Rough intimidating behaviour	Thoughtless behaviour

Prevention

For the issue of bullying to be tackled successfully a climate needs to be created and established in which all forms of victimisation are discouraged, and where reporting cases of bullying is seen as the normal and right thing to do.

It is necessary to treat cases of bullying in a different way to one-off acts of aggressive or victimising behaviour. The latter would include pushing past someone, taking another learner's possessions without genuine permission, taunting another learner, shutting a door in someone's face. In these cases, staff are expected to intervene with a firm response, indicating that such behaviour is not acceptable.

All negative behaviour should be dealt with in accordance with Inclusion Hampshire's Behaviour Policy.

All learners need to understand that bullying is totally unacceptable, and be offered strategies for dealing positively and supportively with each other. The role of 'bystander', the reaction of learners or others who witness bullying or acts of unkindness, is of particular importance. Simply standing and observing lends support to the perpetrator whilst giggling, laughing or otherwise appearing to enjoy the spectacle is even worse. Many perpetrators behave as they do to impress an audience. Bystanders should be encouraged to deny them that opportunity by informing a member of staff or if appropriate, offering support to the victim at the time and then ensuring that the matter is brought to the attention of staff, ideally accompanying the victim.

Everyone at PPS has a responsibility to respond promptly and effectively to issues of bullying. Any allegations of bullying are taken seriously.

Reporting: When a child or parent reports an incident of possible bullying or if an adult within the school is concerned about the possibility of bullying occurring, it will be investigated to clarify if an incident was premeditated and/or sustained and not an act because of poor and/or inappropriate personal skills. If the incident were confirmed as an act of bullying, then the following will occur;

The person investigating any report of bullying will:



- Talk to the pupil about it
- Listen
- Offer support
- NOT ignore it
- NOT use phrases such as, “You should stand up for yourself”, “It’s just part of life”, “You must get used to it”
- In cases of Prejudice based abuse, the incident will be recorded on CPOMS:
 - clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school
 - taking preventative action to reduce the likelihood of such incidents occurring
 - recognising the wider implications of such incidents for the school and local community
 - providing regular reports of these incidents to the Governing Body
 - ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes
 - dealing with perpetrators of prejudice-based abuse effectively
 - supporting victims of prejudice-based incidents and hate crimes
 - ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

Investigation:

Anti-Bullying Investigation Procedure

- In essence the term 'bullying' is most properly used when referring to repeated incidents. If the word 'bullying' is felt necessary to use then the anti-bullying investigation procedure **MUST** be activated by the member of staff concerned. Certain circumstances may be better addressed, at least initially, by using terms such as 'unkind', 'unthinking', 'unpleasant', 'insulting', etc.
- The member of staff should quickly and sensitively offer advice, support and reassurance to the alleged victim and inform the headteacher as soon as possible.
- If the Headteacher feels that 'bullying' is indeed the appropriate terminology, the following procedures will be followed.
 - a) The class teacher will talk with the accused and any witnesses to gather all the information
 - b) Adults will keep calm and set a good example avoiding meeting aggression with aggression.
 - c) An attempt will be made to help the bully (bullies) to change their behaviour. It will be made clear to perpetrator that his/her behaviour is unacceptable, and be offered strategies for dealing positively and supportively with each other. The bully (bullies) will be asked to genuinely



apologise. Other consequences may take place. Wherever possible the aim will be for pupils to be reconciled.

- d) The school will contact parents to clarify the support that will be provided to the victim and the process that will be implemented with the bully to challenge and redress their unacceptable behaviour.

All such meetings will be verbally relayed to the Headteacher or SLT and recorded on CPOMS.

- e) Monitoring: over the following 4 school weeks the conduct and self-esteem of victim and bully will be monitored and support and guidance given.
- f) Follow Up Meetings/ conversations will be held by the Senior Leaders, the Headteacher/SENCO with the parents of the children in question.
- g) Behaviour of Concern: the school may implement a behaviour diary and an IBMP could be created in order to monitor and help to prevent inappropriate behaviour in the short and long term.
- h) We have a Child on Child Abuse policy. Some acts of pupils on other pupils may need to refer to outside agencies.
- i) External Agencies may be involved such as the
- Educational Psychologist
 - Special Schools/ Teachers

and if a child's persistent and/or extreme behaviour persists and there are no extenuating circumstances, the school could utilize its powers to:

- j) Exclude a child if their extreme behaviour is putting the emotional and physical well-being of others at risk. In such cases the school can contact the
- Exclusions Department
 - District Manager

Exclusions will only be made in accordance with the Department of Education guidelines and open discussions with the LA's Exclusions Department and do not in themselves constitute a management strategy, but reflect the final and most extreme response the school can utilize to challenge unacceptable conduct that potentially puts others at risk. This would be the very last resort and if there was any way to avoid it then we would.

- k) In very extreme cases, if necessary and appropriate, police will be consulted.



Anti-bullying Strategies

Children are encouraged to work and play together but sometimes there are disagreements and inappropriate behaviour. This is not always bullying, but if any child or parent is concerned they need to talk to someone as soon as possible. Children are encouraged to take a positive role in discouraging behaviour. Retaliation is an additional offence and not a possible solution. Children are encouraged to take the following action:

1. The behaviour should be addressed, not the child. The child tells the offender that they do not like the behaviour and ask them to stop. If necessary they should shout and draw attention to the situation. "I don't like you playing like that, please stop." "Stop calling me names I do not like it."
2. If the child feels unable to tell the offender on their own, they should ask someone to witness their request. They should ask a friend or an older child. Sometimes an adult can be asked to be the witness.
3. If the behaviour is dangerous or they feel that they cannot cope without adult help, they should find a teacher, classroom helper or lunchtime supervisor straight away. Any children standing nearby should be encouraged to find help.
4. Staff supervision playtimes should try to anticipate behaviour and stop situations before they escalate. Strategies may include:
 - Stop and watch a game, play with a group
 - Take one person away
 - Find someone else for a child to play with
 - Distraction – this can be better than confrontation
5. It may be necessary to remove the offender and keep them by the member of staff for a period of time. The child could be made to sit or stand away from a group or work in another area of the classroom. In the classroom situation, they may be sent to another classroom to calm down.
6. The individual who has offended is reprimanded, not the class or group. Punishment is kept to a minimum. If this is not an isolated incident further action is taken. Parents may be contacted.
7. All members of staff are available for professional support. Staff are encouraged to consult colleagues if situations always occur at the same time and routine need to be changed. Other members of staff accept children to work in their classroom. When this is necessary staff make the minimum of fuss and leave the children to get on with the work, speaking to colleagues later.



8. Supervision – In the continuing campaign against aggressive behaviour the chief resource is the staff. Active supervision by the head teacher, teachers and supervisory staff is most important, especially at the critical times when bullying is most likely to occur:
- At the start and end of school as children enter and leave the school building
 - During lunch and break times
 - When children are not observed by an adult
 - In toilets
 - When moving round the school

Resources

A resource bank is available to teachers as part of the school's PSHE resources. KIDSCAPE methods for helping children to prevent bullying may also be used. Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Related Documents:

1. Behaviour Policy and Procedures
2. Child on Child Abuse Policy
3. Health and Safety Policy
4. Child Protection and Procedures

Monitoring, Evaluation and Review

The Governing Body will review this policy annually and assess its implementation and effectively. The policy will be promoted and implemented throughout the school.



Appendix 1

Cyber Bullying

Definition:

By cyber bullying, we mean bullying towards learners or staff by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation, filming violent physical attacks
- Posting threatening, abusive, defamatory or humiliating material on web sites, to include blogs, personal websites, social networking sites
- Using e-mail or other forms of instant messaging to message others
- Hijacking e-mail accounts for malicious purposes
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include but not limited to Facebook, Myspace, Youtube, Ask.fm and Ratemyteacher
- Pupils at Pennington Church of England Primary School are not permitted to have mobile phones in school.
- If any mobile phones are found on pupils they will be confiscated and given to parents at the end of the school day, by the head teacher

Legal issues

Cyber bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Prevention

Inclusion Hampshire educates its learners students both in the proper use of ICT and about serious consequences of cyber bullying through:

- ICT lessons
- Social Skill classes
- Life and Living Curriculum



Inclusion Hampshire will continue to inform and educate its student body in these fast changing areas and learners are always informed:

- Not to answer abusive messages but log and report them to a member of staff or the Police
- Do not delete anything until it has been shown to a member of staff or the Police (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber bullying)
- Do not give out personal IT details
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas in chat rooms
- Block abusive persons from having access to you online
- Important and useful information can be found on the following sites:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/A_dvice_for_parents_on_cyberbullying.pdf <http://stopcyberbullying.org/>

<http://www.kidscape.org.uk/cyberbullying/>

<http://www.childline.org.uk/explore/onlinesafety/pages/cyberbullying.aspx>

<http://www.thinkuknow.co.uk/>

<http://www.ceop.polic.uk/>



Bullying : Supplement (2)

Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- Make an appointment to see your child's teacher
- Explain to the teacher the problems your child is experiencing

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened, give date, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- Make an appointment to discuss the matter with the Head Teacher
- If you are still not satisfied, request a copy of the school's complaints policy and share your concerns by writing to the Chair of Governors

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want



- Show your child how he/she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others
- Regularly check with your child how things are going at school
- Give you child lots of praise and encouragement when he/she is co-operative or kind to other people

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and email address to
- Check exactly when a threatening message was sent
- Where necessary report incidents to the polices



What do we mean by 'racist incident'?

Adapting slightly a definition first formulated by the Association of Chief Police Officers (ACPO) the Stephen Lawrence Inquiry report recommended that a racist incident should be defined as follows:

A racist incident is any incident which is perceived to be racist by the victim or any other person.

This is the definition used by most Children Services and other agencies, public and private. There are three important points to stress about this definition.

- 1. It is for the purposes of initial recording. Just because an incident is alleged or perceived to be racist does not mean that it necessarily is racist, but it does mean that it must be recorded and that an investigation must be carried out.*
- 2. Whether or not the offender intended their behaviour to be racist is irrelevant. Of course, when it comes to dealing with an incident, the offender's intentions are an important consideration, but at the stage of initial recording and investigating, the offender's attitudes, motivation and awareness are not the main issue.*
- 3. A racist insult may refer to issues of culture or religion as well as to colour and appearance. Anti-muslim insults and name-calling, for example, should be seen as racist, and so should name-calling which targets the Gypsy/Traveller community.*

Recording, monitoring and reporting

All reported racist incidents should be recorded using the LA recommended form or SIMS module, including the outcome of the investigation. These need to be held separately as they are often required during an Ofsted inspection. Monitoring should take account of pupils involved, location, year groups etc.

There will continue to be an annual LA collation of racist incident data from schools. This is on a calendar year basis in January, but is open to review. This requires basic data on numbers and types of incidents. Guidance on how to do this will be sent to schools in December through Schools Communications, which the Headteacher and Administrative Officer will access and return.