



PINNER PARK JUNIOR SCHOOL



Anti-bullying Policy

Article 19: Children should be properly cared for and protected from violence, abuse and neglect.

Reviewed: December 2017

To be reviewed: December 2109

At Pinner Park Junior School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Pinner Park Junior School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

Aims and objectives

- To raise the awareness of pupils, parents, governors, teaching and non teaching staff and midday supervisors about bullying behaviour
- To provide strategies for preventing and dealing with bullying promptly and consistently
- To provide understanding and support for bullied pupils
- To help build an anti-bullying ethos in the school
- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- To make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To identify vulnerable children and put in place strategies that ensures these children feel safe and strategies are in place to safeguard them including support for developing self-help strategies.

Definition of Bullying

- It is deliberately hurtful or threatening behaviour
- It is planned and usually forms a pattern of behaviour rather than one incident
- It involves imbalance of power of one pupil by another, or group of others

There are seven main types of bullying:

- Physical – pushing, hitting, kicking, pinching, any form of violence, threats
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- Racist – racial taunts, graffiti, gestures - a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.
- Cyberbullying – messages that involve name-calling, sarcasm, spreading rumours, persistent teasing sent via text, emails, social messaging networks eg. MSN messaging, facebook
- Sexual – unwanted physical contact, abusive comments
- Homophobic - this occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff are observant and alert for signs of bullying, which might include:

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem
- being easily distressed
- damaged or incomplete work
- children always not chosen to be part of a team/ group/ activity/ learning partner
- friendship groups – difficulties, regular disagreements/ falling out; exclusion from playground activities/ groups on a regular basis; speaking with parents
- teary/ depressed/ sad behaviour

When a disclosure is made, it should always be treated seriously and carefully investigated.

Vulnerable Groups of Children

Identification:

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
 - Gypsy, Roma and Traveller children
 - Children with Special Educational Needs or Disabilities (SEND)
 - Children from ethnic minorities
 - Children entitled to Free School Meals
 - Children for whom English is an Additional Language
 - Children who are perceived to be gay, lesbian or bisexual
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- Identification of vulnerable groups of children at risk of bullying eg SEN; ASD; pupils with disabilities; will remain the responsibility of all teaching staff and senior leaders.
 - Information sharing with class teachers at the end of the school year
 - Updated Green books will hold pictures and details of any vulnerable children including children with medical needs; SEN et al
 - SEN passports – shared and made available

- Support organised and put in place in the playground for any identified pupils for periods of time needed eg support with learning mentor; regular meetings with parents; targeted support in the playground

Education:

- CPD for staff in the identification of bullying signs; teaching key points of anti-bullying strategy and strategies for preventing and supporting the abolition of bullying in the school will be shared at least annually with all staff
- For all pupils:
 - assemblies will be used as opportunities for development of whole school ethos and approach – anti-bullying week led by School Council; Tell, tell, tell
 - PSHE – stories and circle times implemented from perspective of children with differences and challenges in life
 - Disabilities education – Jigsaw PSHE programme/ external speakers annually
- Individual Pupils:
 - supported in developing self-help strategies – how to respond, where to go for help; resilience to tell, tell, tell – use of learning mentors; support staff
 - social stories about friendships; what a good friend is/does

1 The role of governors

- 1.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 1.2 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

2 The role of the headteacher

- 2.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are made aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 2.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, during anti-bullying week both the leadership team of staff and pupils (school council) make it a focus through assemblies and different activities; the headteacher directs/ organises whole school assemblies or class assemblies as a whole school focus will remind children throughout the year of what is acceptable, not acceptable and actions that should follow.
- 2.3 The headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.
- 2.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 2.5 All staff will know and understand that it is part of school policy to keep senior leaders informed of any incidents and school procedures will be followed when dealing with these situations including informing parents.
- 2.6 The headteacher/ deputy headteacher will follow-up and monitor any bullying incidents to ensure there are no repeat incidents and that all parties involved have the support needed. In extreme

cases, the headteacher may have to take a course of action that involves exclusion from the school. This will be done in accordance with school policy and procedures.

3 *The role of the teacher*

3.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and are kept informed of those happening elsewhere in the school. They will inform the headteacher and/or deputy headteacher of any incidents.

3.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied the teacher will inform the child's parents after consultation with the headteacher.

3.3 If any adult witnesses an act of bullying, they should record the event on the recording form and inform the headteacher or deputy headteacher.

3.4 If, as teachers, we become aware of any bullying taking place between children in other classes, the issue is dealt with immediately. Senior leaders are informed so that a thorough investigation can take place.

Support for the victim of the bullying may involve counselling and support and consequences for the child who has carried out the bullying according to the school's behaviour policy. We spend time talking to 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.

If a child is repeatedly involved in bullying other children, we keep the Headteacher/ Deputy Headteacher and the Inclusion Leader informed of all incidents. Senior leader's will involve the child's parents to resolve the situation and bring about changes in behaviour.

In more extreme cases, for example where discussions and strategies implemented have proven ineffective, the headteacher may contact external support agencies such as the social services or take the action to a higher level of consequence (eg. Exclusion).

3.5 Teachers attend training (as and when appropriate), which enables them to become equipped to deal with incidents of bullying and behaviour management.

3.6 Teachers endeavour to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

3.7 Teachers will initially check up regularly with any pupil who reports bullying.

4 *The role of parents*

4.1 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 or the Headteacher immediately.

4.2 Parents have a responsibility to support the school's *Anti-bullying policy* and to actively encourage their child to be a positive member of the school.

Procedure for dealing with Bullying

1) Once the behaviour is identified as bullying the incident should be reported to a senior member of staff (Headteacher or Deputy Head or Inclusion Leader).

2) The victim and bully should be interviewed separately.

3) The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up

believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.

- 4) The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support and counselling to modify that behaviour.
- 5) On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
- 6) On other occasions the bully should be told firmly to stop his/her antisocial behaviour immediately and to stay away from the victim.
- 7) The parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
- 8) Serious or prolonged bullying should always be reported to the Headteacher / Deputy Head and could result in one or more of the following sanctions:
 - writing an explanation or apology for the incident
 - withdrawal of break or lunch time privileges
 - behaviour target card
 - withholding participation in school trips or sports events that are not an essential part of the curriculum
 - removal from a particular lesson or peer group
 - removal from the class
 - interview with the head teacher
 - fixed term exclusion
 - permanent exclusion
- 9) Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored. A written record should be made of every incident of bullying using an Incident Form (see example attached). The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. A copy of the incident form should be given to the class teacher for filing.
- 10) Parents of both bully and bullied should be informed of all incidents of bullying.

Promoting an anti-bullying ethos in the school

Members of staff should regularly use PSHE lessons or circle time using materials such as Jigsaw PSHE programme (commercial programme used in school)

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied or to bully?
- What are the effects of bullying behaviour?
- What would our school be like if bullying was acceptable?
- Why should we try not to bully each other?
- What is the role of the bystander?
- What can we do to stop bullying?

Positive behaviour management policy is in place which makes clear expectations of treatment of others and building an ethos of respect for individuals and self-responsibility for behaviour. All adults within the school endeavour to provide consistency of expectations of behaviour and consequences.

Whole school assemblies are conducted by Headteacher at least termly; School Council organises and runs the Anti-bullying week during November each year to highlight particular themes or strategies; children and parents will be kept up-to-date through pupil friendly booklets and websites how to access support and what to do about bullying.

Pupil's views are regularly consulted through the School Council or whole school pupil surveys to provide information to support implementation of targeted strategies.

Peer Mediators programme is co-ordinated and led by the Inclusion Leader/ Learning Mentor. Peer Mediators are available for all pupils but in particular Years 3, 4 and 5 pupils to support them resolving conflicts in the playground and to make them feel safe.

Monitoring and review

This anti-bullying policy is the governors' responsibility and they review its effectiveness with the headteacher and the Pupil and Staff Wellbeing Committee.

This Policy has been agreed by the Chair of Governors

Signed _____

Date _____

Linked to policies: Positive Behaviour Policy; Anti-racist policy; Home School Agreement
Equality Policy; Disability Equality

**Pinner Park Junior School
BULLYING INCIDENT REPORT FORM**

Pupil's Name: _____

Class: _____

Date: _____

Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)

Names and accounts of any witnesses:

Parents of bully informed: YES/NO

Parents of victim informed: YES/NO

Name of teacher dealing with incident:

(A copy of this form should be given to the Headteacher/ class teacher for filing)