



Pinfold Street
Primary School



Anti- bullying Policy

Date of Policy: March 2021

Date of next review: March 2023

Anti-Bullying Policy

Introduction

At Pinfold Street Primary 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.

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

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing the RESPECT values during their time at Pinfold Street. It is our intention that everyone has the right to feel welcome, secure and happy. All of the above need to be in place for a member of our school to achieve their maximum potential. We prevent bullying of any sort so giving all pupils the equality of opportunity to learn. All stakeholders in school prevent bullying and this policy contains guidelines to support this ethos.

Aims

The school aims to enable children to:

- Feel confident to activate the anti-bullying systems within the school to end the bullying.
- Challenge attitudes about bullying behaviour.
- Increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- Reduce and eradicate, wherever possible, instances in which pupils are subjected to bullying in any form.
- Establish appropriate means of providing after-care should an incident of bullying occur.
- Ensure that all pupils and staff are aware of the policy and fulfil their obligations to it.
- Meet any legal obligations which rest with the school.

The values and beliefs underlying our Anti-bullying Policy may be considered in the context of the following statements:

1. **All bullying is unacceptable**, regardless how it is delivered or what excuses are given to justify it.
2. The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks.
3. Victims of bullying will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups.
4. The harmful effect on pupil performance, which can be caused by bullying, is recognised and the school is committed to combating all bullying behaviour.

Bullying Definition

At Pinfold Street Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through behaviour conversations, assemblies and PSHE lessons. We agree that:

- Bullying is on purpose/intentional/targetted
- Bullying is hurtful, physically, verbally or mentally (examples: usually physical hurting; name calling; giving unkind looks or leaving people out of activities/games.
- Bullying is usually on-going or more than a one off incident.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to 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.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

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

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyberbullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Curriculum:

- We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.
- Dealing with bullying is an integral part of our personal, social and health education (PSHE) scheme of work.
- Pupils are assessed regularly on their understanding of these issues through PSHE lessons, Circle Time and assemblies.
- Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Equal Access and Outcome

- All pupils in school have equal access to protection from bullying.

Reporting

The Headteacher will report incidents of bullying or alleged bullying termly to the governors.

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Appendix 1

Advice for Children Anti -Bullying Policy



At our school **EVERYONE** has an important part to play in discouraging and preventing bullying from happening.

ARE YOU A BULLY?

Do you ever do any of these?

PHYSICAL BULLYING – hurting and being aggressive towards someone.

VERBAL BULLYING – name calling, jeering, teasing and being abusive towards someone.

INDIRECT BULLYING – spreading rumours and deliberately excluding someone.

Each of these causes distress and unhappiness. The following pages will give you guidance in helping to stop it happening to you or anyone else.

HOW CAN YOU HELP?

If you see someone being bullied.

Don't smile or laugh- it will encourage the bullies to carry on.

Tell the bully to **STOP** – if you don't you are encouraging bullying.

Encourage your friend who is being bullied to come and join in your game or activity.

Tell an adult what happened – they need to know straight away.

ALWAYS TELL AN ADULT IF YOU ARE BEING BULLIED.

WHAT TO DO if **YOU** are bullied.

DURING the bullying.

Tell the bullies to **STOP** – say you don't like what they are doing.

Get away as soon as possible- join another pupil or group if you can.

Tell an adult as soon as possible.

AFTER the bullying.

TELL someone what has happened – don't keep it a secret.

TELL your family – they can help you.

TELL your teacher – ask a friend to go with you if you are scared.

Keep on speaking up until someone listens.

Don't blame yourself – if you ask for help the bullying is more likely to stop