

# Anti-Bullying Policy

## Aim of the Policy

At Peel Hall Primary School we are committed to providing a supportive, caring and safe environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied.

Bullying of any kind is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in our school.

The Anti-Bullying Policy is in place so that everybody within our school community knows where we stand on bullying and understands what will happen should bullying occur. It is important that all pupils, staff and parents have a shared definition of bullying and know that incidents will be dealt with promptly and effectively.

## Staff with key responsibility for Anti-Bullying and Safeguarding

Behaviour and Pastoral Care Lead (SMT): Mrs Julie Brownlee-Hussain

Anti-Bullying Lead: Mrs Julie Brownlee-Hussain

Child Protection/Safeguarding Officer: Mr Malcolm Hallam, Mrs Julie Brownlee-Hussain

Other key contact staff: Mr Matthew Sullivan, Assistant Headteacher  
Mrs Janet Kendal, Senior Lunchtime Organiser

## Definition of Bullying

Bullying is behaviour that is deliberately hurtful, repeated over a period of time and where it is difficult for the person being bullied to defend themselves.

Bullying can take different forms:

- Verbal bullying (name-calling, sarcasm, taunting, teasing, spreading rumours, etc.)
- Psychological / Emotional bullying (excluding, tormenting, hiding things, making gestures, etc.)
- Physical bullying (pushing, kicking, hitting, spitting, or any other use of physical violence)
- Cyberbullying (email and internet chat room misuse, mobile threats by text or calls, misuse of associated technology, i.e. camera/video facilities, etc.)

Sometimes bullying happens for no reason at all, but it can often fall into specific 'types' of bullying:

- Bullying on the grounds of body image/size/obesity
- Faith-based bullying
- Racist bullying
- Homophobic bullying

- Bullying related to SEN or disability
- Sexist/Gender bullying
- Ageist bullying

In our school, all forms and types of bullying are treated the same. They are unacceptable and will not be tolerated.

## **Signs and Symptoms of Bullying**

The following may be an indicator that a child is being bullied:

- Is frightened of walking to or from school
- Doesn't want to go on school / public bus
- Changes their usual routine or route to or from school
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Complains of illness particularly in the morning
- Comes home with torn clothes, or personal items missing / damaged
- Stops eating
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

(Kidscape)

## **Implementation**

The following procedures should be followed when dealing with incidents of bullying:

- a) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- b) A clear account of the incident will be recorded and given to the Headteacher.
- c) The pupil is involved in the discussion of the incident.
- d) Interviews will take place and records completed for significant incidents.
- e) Class teachers will be kept informed and if the bullying persists, will advise other appropriate members of staff.
- f) Regular communication with parents/carers will take place.
- g) Consequences, in line with school policy, will be used as appropriate and in consultation with all concerned.
- h) Interventions will include the opportunity to follow-up, evaluate effectiveness and if necessary provide a further course of action.
- i) Regular monitoring of incidents takes place.
- j) All incidents are logged and kept on file in order to report to the Governing Body and Local Authority when required.

The school will promote behaviour to prevent and reduce bullying through:

- the taught curriculum
- SEAL programmes
- co-operative group work
- Circle Time
- Restorative practice (LEAF)
- mediation by adults
- a well-designed and safe school environment
- whole school activities, eg: assemblies
- a range of activities to encourage play and positive social interaction at play and lunchtime, as well as good supervision
- analysis and response to data from whole school surveys
- where necessary, use of outside agencies to provide universal and targeted support
- regular consultation with the children around pupil well-being.

### **Reporting and Recording incidents of bullying**

Pupils are encouraged to speak to their class teacher, a teaching assistant or a member of the Senior Leadership team.

In the main, bullying incidents are reported by parents and carers.

Staged reporting process for parents/carers:

- 1) Contact class teacher to report the incidents of bullying
- 2) If the problem is not resolved contact a member of the Senior Leadership team
- 3) Outside agency support could be enlisted at this stage if necessary:

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.direct.gov.uk](http://www.direct.gov.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

- 4) Contact the school Chair of Governors and ask them to look in to the problem on your behalf
- 5) Contact Local Authority for further advice and guidance.

The school will record all incidents of bullying, including by type, and report the statistics to their local authority.

Examples of data to be collected and recorded:

- date and type of incident
- action taken by the school and impact made
- quantitative and perception data from pupil surveys
- records of anti-bullying initiatives
- records where bullying is a factor in non-attendance
- exclusion data related to bullying
- transfer and admission data due to bullying/harassment.

## **Monitoring and Review**

Our school will review this policy annually and assess its implementation and effectiveness. All members of the school community will be involved in the review and will be consulted about changes that may need to be made.

The annual review will look for the following success indicators:

- willingness to report incidents of bullying
- improved attendance
- improved achievement
- reduced frequency of bullying incidents
- reduced duration of bullying
- reduced fixed term and permanent exclusions related to incidents of bullying
- well-being indicators: pupils report being safe in school.

## **Relationship to other School Policies**

The Anti-Bullying Policy runs in conjunction with the following school policies:

- Behaviour Policy
- Child Protection/Safeguarding Policy
- Confidentiality Policy
- PSHE Policy
- E-Safety Policy

**Please see attached Appendix 1 - Legal/National Requirements**

## **Date and Review of Policy**

The Governing Body agreed this policy on 1/4/15

Signed (Headteacher) - *M.D.Hallam*

Signed (Chair of Governors) - **CLLr H.Barrett**

It will be reviewed in partnership with all staff, parents/carers and pupils in December **2016** and on an annual basis thereafter, unless there are changes to National or Local Guidance prior to this date.

## **Appendix 1 Legal/National Requirements**

### **A) School Standards and Framework Act 1998:**

Headteachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

### **B) Children's Act 2004 - Every Child Matters outcomes:**

Bullying is relevant to all five Every Child Matters outcomes but is specifically referenced in 'Stay Safe' and 'Make a Positive Contribution'. OfSTED requires schools to report on progress on all five outcomes as part of their self review.

### **C) Revised OfSTED inspection framework (2012)**

When evaluating the behaviour and safety of pupils at the school, inspectors will consider:

- pupils' attitudes to learning
- pupils' behaviour around the school and in lessons, including the extent of low-level disruption
- pupils' behaviour towards, and respect for, other young people and adults, and their freedom from bullying, harassment, and discrimination
- pupils' attendance and punctuality at school and in lessons
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- the extent to which the school ensures the systematic and consistent management of behaviour
- whether pupils feel safe and their ability to assess and manage risk appropriately and to keep themselves safe
- the extent to which leaders and managers have created a positive ethos in the school.

### **D) The Importance of Teaching; The School White Paper 2010**

3.2 "Schools should take incidents of prejudice-based bullying especially seriously. it is important that they educate children about the differences between different groups of people and create a culture of respect and understanding"

3.3 Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying.

### **E) The Education and Inspections Act 2006**

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

## **F) The Equality Act 2010**

Part 6 of the Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.