School Policy Document

Anti-Bullying Policy

Date Adopted by Full Governing board:	17 October 2019
Last reviewed on:	30 October 2022
Next review due by:	31 December2025

1. Introduction

1.1. At Pinner Park, We work together, as a school community, to empower and inspire each and every child to be an outstanding student who enjoys learning, to develop character, and to become a respectful citizen who makes a positive impact. This is our foundation statement ('What's important to us') and can be summarised in the three words: Learning, character and community. The full foundation statement can be viewed on our school website ([click here](#)).

1.2. At Pinner Park Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. This policy is designed to support the way in which all members of the school are included and supported. It aims to promote an environment where everyone feels happy, safe and secure.

1.3. 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 free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. Anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

1.4. Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need our support to accept responsibility for their actions and to change their behaviour.

1.5. As a school, we have a responsibility to respond promptly and effectively to issues of bullying.

2. Objectives of this policy

2.1. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is

2.2. All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported

2.3. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises

2.4. Pupils and parents are assured that they will be supported when bullying is reported

2.5. Bullying is not tolerated in any form

3. Rights Respecting School

3.1.   Pinner Park Primary School is a Rights Respecting School. We seek to place the UN Convention on the Rights of the Child (UNCRC) at the heart of our ethos and curriculum. A Rights Respecting School not only teaches about children's rights; it also models rights and respect in all its relationships, whether between children or between children and adults.

3.2.   We have identified the following articles from the UNCRC as being of particular relevance in formulating this behaviour policy:

Article 3:   The best interests of the child must be a top priority in all actions concerning children

Article 12:   Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously

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

Article 29:   Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

4. The Equalities Act

4.1.   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.

5. Safeguarding

5.1.   At Pinner Park Primary 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. The school has a child protection policy which can be viewed on the school website.

6. Definitions

6.1.   We have adopted the following definition of bullying:

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen definition 2008)

6.2.   There are many definitions of bullying but they have three common factors:

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

6.3.   We use this definition with our children:

> **What is Bullying?**
> Someone is trying to hurt you
> It happens again and again
> You can't stop it on your own

6.4.   The following are all recognised types of bullying:

- Physical – pushing, hitting, kicking, pinching, any form of violence, threats, damaging possessions, extortion, stealing
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities, extortion
- 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. WhatsApp messaging, facebook
- Sexual – unwanted physical contact, abusive comments
- Homophobic - this occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

7. Identifying Bullying

7.1.   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:
- Unexplained cuts or bruises
- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing or damaged 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

It is very important to note that these signs and behaviours could indicate a good number of other problems, or a developmental issue. Where one or more of these factors are present it does not necessarily suggest that bullying is a factor, but it is important that we are aware of the issue.

7.2.   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 identify as gay, lesbian, bisexual or transgender

Members of staff and senior leaders will be particularly vigilant for these vulnerable groups.

8. Working with Parents

8.1.   We encourage parents to let us know if they are concerned that their child may be being bullied.

8.2.   Parents should speak to their child's class teacher in the first instance, but if they are concerned that the school is not helping their child, we encourage parents to make an appointment to see the year leader or phase leader. Alternatively, parents may send an email to the school office and it will be directed to the most appropriate member of staff to respond.

8.3.   A parent information leaflet on the theme of bullying is distributed to parents and is also available on the school website.

9. Implementation

9.1.   As a school we will:

- Encourage victims and witnesses to speak up
- Treat incidents seriously however trivial they seem at first glance
- Be alert for changes in behaviour, attitude and well-being
- Listen to parental concerns and follow up any repeated incidents
- Deal with each incident individually and to access the needs of each pupil separately
- Investigate all incidents promptly and thoroughly
- Ensure that those suspected of bullying and victims are interviewed separately
- Obtain witness information
- Keep a written record of the incident, investigation and outcomes
- Inform staff about the incident
- Ensure that action is taken to prevent further incidents. Such action may include:
  - Imposition of sanctions (see Behaviour policy)
  - Obtaining an apology
  - Informing parent(s)
  - Provide support to pupils involved
  - Opportunities for 'restoration of justice' to take place
  - Establishing enhanced monitoring methods
- Liaise with, and support, parents where bullying or cyber-bullying has taken place outside of school, as far as is reasonably possible
- Avoid describing any pupil as 'a bully', but making it clear to any perpetrator the bullying behaviours which need to stop

10. Record Keeping

10.1.   Any reported incident of bullying will be recorded on the school's secure, electronic record-keeping system, CPOMS.

10.2.   Any letters, communications or reports will be kept alongside any incidents using CPOMS.

11. Awareness and Prevention

11.1.   The school has a clear PSHE curriculum which supports our approach to anti-bullying.   This is supported by a 'safeguarding curriculum' which ensures that children know how to 'Be Safe and Feel Safe' and is taught through:

- PSHE lessons
- Assemblies
- RSE lessons
- Computing (especially online safety and online bullying)

11.2.   We will use some or all of the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Developing our awareness of bullying in the context of our approach to positive behaviour – ready, respectful, safe and kind – and reinforcing these at every opportunity
- Incorporating bullying awareness and anti-bullying strategies into the PHSE curriculum
- Reinforcing the anti-bullying message through assemblies, curriculum and special events or weeks
- Having regular discussions about bullying and why it matters
- E-safety is part of the taught computing curriculum and e-safety
- The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out'. Friendship fallouts occur at times and occasionally there will be conflict between pupils. Bullying occurs where there is an imbalance of power.

12. Related Policies

12.1.   The following policies and documents are related to our anti-bullying policy:

- Child Protection Policy
- Behaviour Policy
- Schemes of learning for PSHE / RSE / Computing

13. Monitoring the policy

13.1.   The Headteacher and Senior Leadership Team will monitor the implementation of the policy. The policy will be reviewed on a 3 year rolling basis.