

Pownall Green Primary School

Anti-bullying Policy

Love learning, love life!

Aligned staff:	Headteacher
Aligned governor:	Chair of Governors
Policy reviewed:	March 2018
Next Review:	March 2019

This policy should be read alongside other policies of the school, particularly:

Acceptable Use documentation (ICT)
Behaviour policy
Whistleblowing policy
Exclusion of pupils policy
Equality and Diversity Policy
Safeguarding Policy
PSHCE policy
DfE document: 'Preventing and Tackling Bullying' (2011)

Principles

Every member of our school's community has the right to grow, learn and work in a safe and secure environment. This includes everyone irrespective of ability, need, ethnic group, gender or sexual orientation, and includes travellers, refugees, pupils who transfer late into the school, children or young people in care, young carers and those with other additional needs. The school does not tolerate bullying in any form and incorporates learning and teaching about relationships, attitudes, feelings and social and personal responsibility into the curriculum and into all aspects of school life. We seek to be a fully inclusive school and embrace a Restorative Ethos.

We believe that:

- We all have a responsibility to respond promptly and effectively to all instances of bullying.
- All bullying is unacceptable irrespective of how it is delivered and what excuses are given to attempt to justify it
- No one deserves to be a victim of bullying; Everyone has the right to be treated with respect
- Victims of bullying are likely to have reduced self-worth and are more likely to experience health problems, poor school attendance and under-achievement
- Children who bully will be held to account for their wrongdoing, but will need support to change their attitudes and behaviour; they will be treated in a supportive manner
- Bullying promotes poor models of behaviour for young people to imitate and thereby reduces the potential for all individuals to contribute positively
- Schools that tolerate bullying are likely to be less effective

Aims

For children who experience bullying:

- They know how to report bullying and get help
- They are confident in the school's ability to deal with the bullying

Through Restorative Approaches.....

- They are heard

- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For children who engage in bullying behaviour:

Through Restorative Approaches.....

- They learn to reflect on the harm they have caused
- They learn how they can take steps to repair the harm they have caused
- They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge

For the whole school community:

- Everyone understands the definitions related to bullying
- The whole school community is clear about the anti-bullying stance the school takes
- Learners, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited
- All learners are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities

For parents and carers:

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Definitions of Bullying

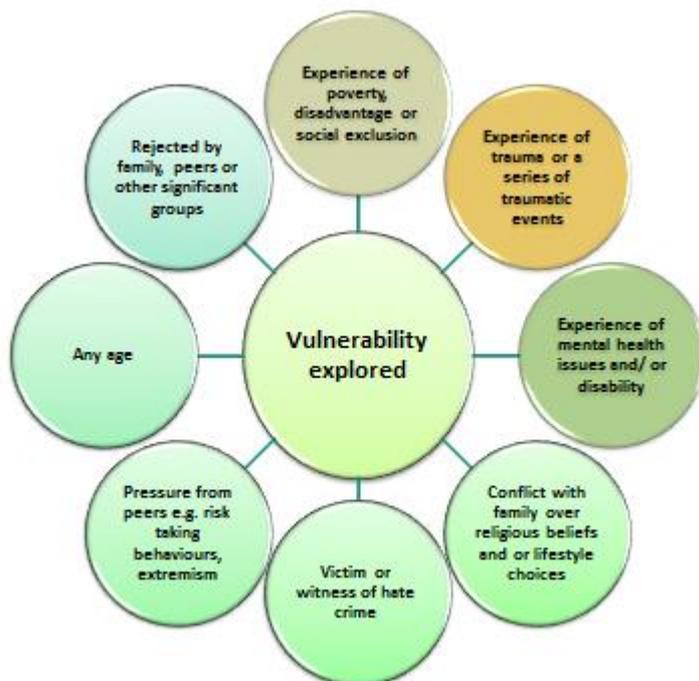
The Department for Education document entitled: *'Preventing and Tackling Bullying (2011)* defines bullying as follows:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

It is difficult to define when bullying has taken place other than by the impact on the child or young person, and it clearly involves power imbalances not just hurtful behaviour that is reciprocated.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people. These are some factors that can make people vulnerable:



Types of Bullying

- **Physical** – kicking, punching, spitting, any form of physical assault, damaging belongings, taking someone else's property, or making people do something they don't want to do.
- **Verbal** – name calling, mocking, taunting, spreading rumours, blackmail and threats.
- **Indirect / Emotional** – being unfriendly, exclusion, tormenting (e.g. hiding books), using threatening gestures / looks, making someone feel scared or uncomfortable.
- **Racist / Faith based** – racial taunts, graffiti, gestures, name calling. The definition of racial incident is:- any incident which is perceived to be racist by the victim or any other person
- **Sexual** – unwanted physical contact, comments of an unwelcome sexual nature, sexual assault.
- **Homophobic** – because of, or focussing on, the issue of sexual orientation.
- **Transgender** - based on perception of gender identity.
- **Cyber** – harassment, alarm, distress or humiliation caused by use of internet and telephone technology e.g. texts, emails, websites.
- **Disablist** – bullying of children and young people with special educational needs and / or disabilities
- **Appearance** - based on weight, size, hair colour, unusual physical features.
- **Health** - based on physical or mental conditions.
- **Income based** - of living on a different income level.
- **Caring Responsibilities** - name calling, negative assumptions/misunderstandings about young carers.
- **Bullying outside the school premises** -The law now empowers head teachers, to such extent as is reasonable, to regulate the behavior of pupils when they are off school site (which is particularly pertinent to regulating cyber bullying), and empowers members of staff to impose disciplinary penalties for inappropriate behavior.

It is important to realise that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Services.

Methods of bullying

There are a number of methods of bullying which can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
 - Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), , the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions (on ask.fm), nasty inbox messages

Language that underpins any type of bullying behaviour as listed above must be challenged at all times.

Effects of Bullying

Bullying can seriously damage a young person’s confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Possible indicators of bullying are disturbed sleep, bed-wetting, head and stomach aches, problems with concentration, changes in behaviour and attitude, truanting, bullying other children, damaged or missing clothes / money / property, asking for more money than usual or stealing money, eating disorders, and self harm or potential suicide.

Preventative strategies

The school, through our Personal, Social, Health and Citizenship Education curriculum seeks to actively encourage children to care for and respect one another. Through our adoption of Restorative Approaches (RA) we aim to create and maintain an ethos of mutual respect. This permeates the entire school environment and curriculum (see appendices 1 – 4).

Stockport’s definition of RA is:

A voluntary approach focussing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions, make amends and make positive changes to future behaviour.

Our curriculum supports children to develop good relationships and to develop strategies to deal with the situation should these break down. We urge children to advise their teacher or any of the adults who work in our school if they are being bullied in any way and never to allow the situation to continue, nor to suffer in silence. We provide a range of learning experiences that seek to educate children about preventing and responding to bullying through: the use of Play leaders; Playground Friends (where older children interact with, and set a good example to, younger children); Anti Bullying Week activities; Healthy Schools activities; the school council; assemblies; parents evenings, staff training, displays in the school environment and through highlighting opportunities for children to report bullying and talk to someone.

The rapid development of, and widespread access to communication technology has provided a new medium for bullying which may occur inside or outside school. We take our responsibility in this area very seriously and ensure that children are specifically educated about preventing, dealing with and not becoming accessories to such bullying. Our PSHCE and ICT curriculum 'drip feeds' this information throughout the year; the whole school also undertakes an annual 'esafety' week.

Strategies to respond to incidents of bullying

The school will not tolerate bullying and seeks to ensure that all children feel safe.

School staff will respond to bullying by:-

- The school's staff takes any report or witness of bullying seriously, using their professional judgement to assess the severity of the reported incident. Support staff must always report incidents of bullying to the class teacher of the children involved.
- All reported or identified incidents will be thoroughly investigated through a Restorative Enquiry: Any school adult may use RA enquiry as soon after the incident as possible (see appendices 1- 3). If the situation is not resolved, a more formal RA conference may take place, possibly involving another member of staff (see appendix 4).
- Following an incident, the school will inform the parents of both the perpetrator/s and the victim and will advise the parents of the perpetrator/s of any further action.
- The school will monitor the situation carefully to try to avoid any further incident.
- All racial incidents must be reported in accordance with Stockport's guidance which the school has adopted as policy.
- The school tries to resolve relationship problems sensitively and seeks for conciliation between the parties concerned.
- All incidents of unacceptable behaviour are recorded and managed in accordance with the school's policy and recorded.
- The school's staff receives regular training and follows Stockport's guidance for dealing with racist incidents and racial harassment.
- Support is available for the victims and perpetrators from all class teachers, Head teacher/ Deputy Head teacher, Inclusion Coordinator, PSHE Coordinator, Teaching Assistants, Midday supervisors, play leaders, Restorative Buddies
- School understands its power to discipline pupils for poor behaviour outside of the school premises, for example outside local shops; on the journey to and from school; instances of online 'cyber' bullying to other pupils.

Parents and Carers can work towards preventing and eliminating bullying by:

- Urging children to be assertive and say "no" to anything which they find unacceptable.
- Urging their child to report any unacceptable behaviour on the part of others to a member of the school staff or to a parent or family member immediately.
- Reporting any incident of bullying to the classteacher or headteacher immediately.
- Reporting their child's behavioural changes to the class teacher.
- Working with the school to monitor bullying situations unobtrusively.

Monitoring arrangements

- All behaviour incidents are reviewed by SLT on a regular basis in order to monitor the

recording of incidents of bullying and to identify any patterns in occurrence (e.g. time of day; location; individuals and groups involved; ages)

- Governors monitor bullying in school via a standing item in the termly Headteacher report to the Governing Body. This summarises the monitoring activity of school and any resultant action.

Appendices

Appendix 1 – Restorative Approaches ~ the 5 Key Themes

Appendix 2 – Restorative Approaches ~Restorative Enquiry questions

Appendix 3 – Restorative Approaches ~Restorative Enquiry record

Appendix 4 – Restorative Approaches ~Restorative Conference Outcome Agreement

Appendix 5 – Anti-bullying Checklist

Appendix 6a/b - Organisations that can offer support

The 5 key Restorative Themes

Restorative approaches are based on 5 themes which underpin day to day interactions in schools

THEME 1 – UNIQUE STORIES

Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.

THEME 2 – THOUGHTS INFLUENCE FEELINGS

What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.

THEME 3 – HARM AND AFFECT

When there are conflicts then harm can result in terms of anger, resentment, negative emotions, frustration and damaged relationships and connections between people.

THEME 4 – NEEDS

Whether a person has caused harm or been on the receiving end of harm they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can stay damaged.

THEME 5 – PUTTING THINGS RIGHT TOGETHER – OWNERSHIP OF PROBLEM SOLVING

It is the people affected by a situation who are best placed to identify what should happen so that everyone can move on, and so that the harm can be repaired. The ownership of problem-solving demonstrates respect and trust, develops pro-social skills and confidence and strengthens connections.

RESTORATIVE ENQUIRY

What happened?

What were you thinking when it happened?

What did you feel inside when it happened?

How are you now?

Who else has been affected?

What do you need to feel better?

What needs to happen to put things right?

Restorative Enquiry Record

Date	Name	Class
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Facilitator

What happened?

What were you thinking when it happened?
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What did you feel inside when it happened?
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How are you now?

Who else has been affected?

What do you need to feel better?

What needs to happen to put things right?

Restorative Conference Outcome Agreement

Date:	
Names:	Facilitator:

Agreements:

Action needed	By who

Person responsible for monitoring the agreement:
--

Date of follow-up meeting: To be facilitated by :
--

Anti-bullying checklist

Issue	Evidence	In place	Partly in place	Not in place	Action
POLICY					
A clear definition of bullying is included in our school policy					
The definition of bullying is clearly understood by: Staff Children and young people Parents/Carers Governors					
Our anti-bullying policy is in place and makes clear reference to: Faith based bullying Racist bullying Homophobic bullying Cyber-bullying Disability based bullying					
Policy is reviewed bi-annually by Governing Body in consultation with school community					
We have a Governor (or group) with a nominated responsibility for anti-bullying					
Policy is communicated effectively to the school community using a range of methods eg: the school website, posters, newsletter, leaflets, logos around school					
DEALING WITH INCIDENTS					
Children and young people are clear about how to report bullying in our school					
Children and young people are confident to report bullying in school					
We have clear structures in place which identify who deals with incidents of bullying that emerge in school					
We have clear mechanisms in place for recording incidents of bullying					
Records of bullying incidents include the support provided to: The victim(s) The bully					
The Governors in our school are aware of the scale of bullying via reports from HT					
Actions to challenge bullying behaviour are widely known by: Staff Children and young people					

Parents/Carers Governors					
Our school includes restorative approaches in its toolkit to address bullying behaviour					
Our school provides access to self-help resources for children and young people					
Our school provides peer to peer support e.g.: playground buddies, peer mentoring etc.					
Our school takes care to ensure that the improvement for the victim is sustained					
Where necessary our school calls upon other services to support children (both the victim and the bully) involved in incidents, and may use CAF/TAC where appropriate					
PREVENTION					
Our school challenges all verbal comments that could underpin a culture of bullying including: Racist language Homophobic language Discriminatory language					
We specifically teach sessions around: Cyberbullying Homophobic bullying Racist bullying Faith based bullying Disability based bullying (consider the following as options) <ul style="list-style-type: none"> • Delivering SEAL • PHSE • Assemblies 					
Cross curricular opportunities are taken					
Our commitment to the anti-bullying agenda is visible to our whole school community for example: <ul style="list-style-type: none"> • The website • Posters displayed around school • References in newsletter • Anti-bullying charter 					
Participate in national programmes eg: Anti-Bullying week					
IMPACT					
As a school we have robust					

procedures on place to find out how safe our children feel when they are in school					
As a school we are clear that we know how safe children feel across our whole site (see anti-bullying audit provided by BSS)					
As a school we have robust procedures in place to ensure that we know the perceptions parents have about how safe we keep their children					
ONGOING SCHOOL IMPROVEMENT					
As a school we are confident that we act upon the perceptions of children and parents about how safe children feel in our school					
<p>We use information about trends in incidents of bullying to:</p> <ul style="list-style-type: none"> • Inform curriculum amendments • Inform assembly structures • Inform staff training • Inform our School Improvement Plan 					
Our school has everything in place to prepare us for signing Stockport's anti-bullying charter					

Appendix 6a - Organisations that can offer Support

NAME	DETAILS	CONTACT
Act Against Bullying	National charity highlighting new forms of bullying, esp. exclusion bullying. Organises Cool To Be Kind Day campaign in November, aimed at raising awareness of health risks carried by bullying.	0845 230 2560 9 Badgers Hill, Virginia Water, Surrey GU25 4SB www.actagainstbullying.com
Anti Bullying Alliance	UK's leading organisation in the field of bullying. Lots of resources and information on the website.	0207 843 1165 National Children's Bureau, 8 Wakley Street, London, EC1V 7QE www.antibullyingalliance.org
Beatbullying	Fully interactive 3D anti-bullying website. Organises local and regional seminars for young people, and establishes cross-community anti-bullying partnerships for young people who are disadvantaged socially, economically, personally or culturally.	020 8768 1017 77-79 Church Road, London, SE19 2YA www.beatbullying.org
BM Schools Out / LGBT History Month	Provides formal and informal support network for all people who want to raise profile of homophobia, transphobia and heterosexism in education. Campaigns on LGBT issues as they affect education and those in education.	020 7635 0476 National London, London WC1N 3XX www.schools-out.org.uk www.lgbthistorymonth.org.uk
Bully Free Zone	Specialist anti-bullying charity offering help, support and information to children young people and families affected by bullying. Also work in partnership with schools and local authorities.	01204 454958 23 Palace Street, Bolton, BL1 2DR www.bullyfreezone.co.uk
Child Exploitation and Protection Online (CEOP)	Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes – to children and young people, parents and professionals. "Polices" the internet.	0870 000 3344 33 Vauxhall Road, London SW1V 2WG www.ceop.gov.uk
Childline	UK's free 24 Helpline for children and young people to call about any worry – more calls on bullying than any other issue. Also run CHIPS (Childline in Partnership with Schools) – they work closely with schools to help them set up effective support for pupils.	020 7650 3231 Helpline 0800 1111 45 Folgate Street, London, E1 6GL www.childline.org.uk
Childnet	Non profit organisation working with others to help make the internet a great and safe place for children.	0207 639 6967 Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD www.childnet-int.org
Contact A Family	Provides advice, information and support to families with disabled children across the UK and those who work with them.	0207 608 8740 209-211 City Road, London, EC1V 1JN www.cafamily.org.uk
EACH	Educational Action Challenging Homophobia. Provides the UK's Freephone Helpline for young people affected by homophobia. Works in partnership with schools, LEA's, children's charities and other public and voluntary organisations.	0117 946 7606 Helpline 0808 1000 143 Office 24, 14 Clifton Down Road, Bristol BS8 4BF www.eachaction.org.uk
Get Connected	Offer emotional support to young people, and help them explore the options available. Help young people access the support service they need. Free, confidential Helpline.	www.getconnected.org.uk Helpline 0808 808 4994

Appendix 6b - Organisations that can offer Support

NAME	DETAILS	CONTACT
Get Connected	Offer emotional support to young people, and help them explore the options available. Help young people access the support service they need. Free, confidential Helpline.	www.getconnected.org.uk Helpline 0808 808 4994
Kidscape	National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents / carers, plus people who work with them. Helpline for parents of children who've been bullied. Website info re keeping children safe. Assertiveness training for young people.	0207 730 3300 Helpline 08451 205 204 2 Grosvenor Gardens, London SW1W 0DH
LEAP Confronting Conflict	Works with young people and the professionals who work with them. They believe that conflict is inevitable in the lives of young people, and what is important is to enable them to deal with it in constructive and creative ways.	0207 272 5630 The LEAP Centre, 8 Lennox Road, Finsbury Park, London, N4 3NW www.leaplinx.com
MENCAP	UK's leading learning disability charity. Provides support for young people who have a learning disability and their parents / carers. Running a campaign to stop the bullying of young people with a learning disability.	0207 696 6019 123 Golden Lane, London EC1Y 0RT www.mencap.org.uk
National Children's Homes	One of UK's leading charities, supporting some of the country's most vulnerable and excluded children and young people. Leading UK provider of family and community centres, and children's services in rural areas.	0207 7704 7000 85 Highbury Park, London N5 1UD www.nch.org.uk
NSPCC	Works to end cruelty to children, and provides a range of direct services for children and young people, and for their parents / carers and families. 24 Freephone Helpline.	0207 650 6855 Helpline 0808 800 5000 Weston House, 42 Curtain Road, London EC2A 3 NH www.nspcc.org.uk
PACE	London's leading charity promoting the mental health and wellbeing of the lesbian, gay, bisexual and transgender community. Offer a range of services, including counselling, family support and advocacy.	0207 700 1323 34, Hartham Road, London N7 9LJ www.pacehealth.org.uk
Parentline Plus	Biggest independent provider of parenting support in the country – national charity. Free confidential 24 hour Helpline. Run groups and workshops – face to face and by telephone. Also a free text phone for people who are deaf, hard of hearing or have a speech impairment – 0800 783 6783	0207 824 5549 Helpline 0808 800 2222 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL www.parentlineplus.org.uk
Terence Higgins Trust	Set up in response to the HIV epidemic, and has been at the forefront of the fight against HIV and AIDS ever since. Provides a very wide range of services, including support for young people with HIV / AIDS who are being bullied. Also emotional support via the telephone (Helpline).	0207 812 1600 Helpline 0845 1221 200 314 – 320 Gray's Inn Road, London WC1X 8DP www.tht.org.uk
Victim Support	National charity for people affected by crime, including bullying. Free and confidential service. National Helpline, Victim Supportline, provides information, support and referral to local services.	0207 896 3769 Helpline 0845 3030 900 Cranmer House, 39 Brixton Road, London SW9 6DZ www.are-you-ok.org.uk
Young Minds	National charity dedicated to improving the mental health of all babies, children and young people. Parents Information Service for anyone with concerns about the mental health of a child or young person. Wide range of publications covering issues affecting children, including bullying. Advice and support for young people contemplating self harm and suicide.	0207 336 1458 48-50 St John Street, Clerkenwell, London EC1M 4DG www.youngminds.org.uk

