



Anti-Bullying Policy

Document Control	
Title	Anti-Bullying Policy
Purpose	To provide staff with guidance on how to deal with bullying
Supersedes	Previous version
Amendments	
Related Policies/Guidance	Behaviour Policy
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Peel Hall Primary School

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Peel Hall Primary School has a number of policies which are adopted to ensure an equitable and consistent delivery of provision.

Within our policies reference to:

- Governing Body/Governors relate to the members of the Local Governing Body representing the IEB.
- School includes a reference to school or school unless otherwise stated.

Headteacher includes a reference to Headteacher, Principal or Head of School of a school.

Statement of Intent

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. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated over time, which involves a real or perceived power imbalance. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), bossing someone, putting someone down, and 'picking on' them.

Physical: pushing, kicking, hitting, punching or any use of violence.

Racist: racial taunts, graffiti, gestures.

Sexual: unwanted physical contact or sexually abusive comment

Homophobic: because of, or focusing on the issue of sexuality

Verbal: name-calling, sarcasm, spreading rumours, teasing

Other: bribes, destroying property, sending notes, using gestures, taking others things eg snacks and other personal items.

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.

Vulnerable groups: such as looked after children, gypsy, Roma and Traveller children, children with Special Educational Needs or Disabilities, children from ethnic minorities, children entitled to free school meals, children for whom English is an Additional Language or children who are perceived to be gay, lesbian, bisexual or transgender.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has a right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors and staff should know what the school's policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school's policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they would be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begg to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Come home with clothes torn or books damaged
- Has possessions go "missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts and bruises
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

When bullying occurs

1. Staff will listen to both sides.
2. Staff will make a statement about being unhappy about the behaviour.
3. Staff will aim to get an apology for the victim.
4. Staff will decide further action:
 - deal with immediately
 - deal with later (incidents will be logged and prioritised)
 - send to Headteacher

5. Support for VICTIMS and BULLIES will be given using strategies such as talk circles; role-play; individual counselling etc.
6. Support can be given by any member of staff.
7. Records will be kept of incidents that occur and the situation will be monitored (bullying form)
8. Parents are encouraged to report any bullying to school.
9. Children will be encouraged to report any bullying.
- 10. Parents/carers will be kept informed.**
11. In serious cases suspension or even exclusion will be considered.
12. After the incident/incidents have been investigated or dealt with each case will be monitored to ensure repeated bullying does not take place.

*****ALL CASES MUST BE TREATED AS SERIOUSLY AS EACH OTHER*****

Prevention

- Ensuring pupils understand what bullying is and why it is wrong
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying, displaying pupils' posters on bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays
- Having discussions about bullying and why it matters.

The Curriculum

The curriculum can be used as a strategy to create an anti-bullying atmosphere. This develops opportunities for children to express their feelings and resolve conflicts for example:

- Circle Time – co-operation, sharing, celebration of self-worth and others
- Workshops on self-esteem e.g. 'Calm Waters' "me" time
- Work on 'University of the First Age' about "empowerment" – multiple intelligence/feelings of being special, to be different, unique is a wonderful thing!
- Role play and Drama
- Assemblies
- RE and PSHE delivered through the WOW curriculum
- Speech Therapist
- Visits and Visitors
- Roles and Responsibilities – promoting independence and contributions to the school society – Projects, Buddies
- Pupil voice/power – The School Council etc.

Relationships to other School Policies

1. Behaviour Policy

The school behaviour policy outlines a range of strategies available to train staff in dealing with behaviour incidents which includes direct reference to

incidents of bullying.

2. Child Protection / Safeguarding Policy

In the event of a bullying disclosure, staff need to consider issues related to Child Protection and Safeguarding. Staff have a duty of care, and if the incident involves abusive or bullying behaviour by adults, the incident must be treated as a child protection issue. Guidance and procedures are outlined in the school's Child Protection / Safeguarding Policy.

3. Confidentiality Policy

Children and young people have rights under the Children's Act 1989 and can thus expect bullying incidents to be treated sensitively. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

4. PSHE Policy

Anti-bullying is part of the PSHE curriculum and as such is planned, delivered, coordinated, assessed, monitored and evaluated in line with the school's PSHE policy.

5. Online Safety Policy

Safeguarding children and young people from abuse in any form online is paramount. The implications of new technology including the internet, mobile phones, email, instant messaging, camera phones and web cams in the context of anti-bullying is considered in the policies.

The Independent School Standards Regulations 2010 provide that the proprietor of a school is required to ensure that effective anti-bullying strategy is drawn up and implemented.

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

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

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 immediately using the Safeguarding and Child Protection Policy.

Bullying off the school premises

Where we feel appropriate and reasonable we will exercise the right to sanction pupils who are involved in bullying off the school premises for example on their journey to school and in the local area. The Headteacher will consider whether it is necessary to inform the police or the local authority anti-social behaviour coordinator.

Recording and reporting

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Feedback is made available for governors via audits of logs. All staff and volunteers will use the agreed reporting format to alert leaders of any bullying related incidents.

5 STEPS TO SUCCESS

1 BE AVAILABLE

- Break the code of secrecy
- Make it known you are ready to listen
- Provide immediate support

'You have a right to come to this school and feel safe and happy. Tell me what has been happening to you'

2 INVESTIGATE

- Investigate every incident as soon as possible.
- Interview all parties individually at first to avoid intimidation and to produce an accurate report

'I've heard that Kieron has been feeling scared and unhappy recently. What do you have to say about that?'

3 RECORD

- Record every incident in a manner which reinforces the school's anti-bullying policy.
- All parties should be encouraged to record the incident in writing.

'We have written a record of this incident and it will be placed in your file in the office.'

4 RESPOND

- The style should be 'matter of fact' and relate to the severity of the incident.
- Remind pupils of school policy.

'All pupils have a right to feel safe and happy at this school. I think we need to meet with Paul and see how we can put this right.'

5 FOLLOW UP

- Show that you have committed position on bullying by following up an incident at a pre – arranged time. This will show pupils that the school supports them and wants to encourage positive behaviour.

'Perhaps we can meet together this time next week and see how things have been going.'