



Pikes Lane Primary School

Anti – Bullying Policy

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Policy Leader: Headteacher



Introduction

This document must be read in conjunction with our **Reflective behaviour Statutory Policy** which is a comprehensive policy including all strategies/action to be used in cases of inappropriate behaviour which includes bullying. It should also be read in conjunction with the '**Pikes Lane Promises**' which all children agree to adhere to and our '**E-Safety Statement of Practice.**'

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:
Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Relationship and sex education and health education (RSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.

Bullying: A definition

"Bullying is a set of repeated negative actions that are carried out over a period of time. There are many types of bullying. These can include; physically hurting someone, teasing, name calling, coercive behaviour, targeting someone with unkind jokes, secluding someone, making threats and cyber-bullying using phones or the internet."

All instances of or allegations of bullying are taken very seriously. At Pikes Lane Primary School we do not tolerate bullying. Our Pikes Lane Promises of

Respect. Learning. Safety.

are at the heart of our expectations for behaviour and pupil conduct and bullying does not meet any of our promises and can have very serious consequences.

Physical bullying This is when a bully attacks someone by eg; punching, kicking, smacking, pinching hitting or pushing them.

Verbal bullying This happens when a bully uses words to upset or intimidate someone e.g. name calling, threatening, taunting, mimicking. It can also be when a bully tries to control someone else's choice; to make them do things they don't chose to do for themselves

Silent bullying This happens when a bully makes a child feel upset by ignoring them all the time or stopping them joining in play or following them round constantly.

Cyber bullying This is the use of mobile phones, instant messaging, e-mail, chat rooms or [social networking](#) sites such as [Facebook](#) and [Twitter](#) to harass, threaten or intimidate someone.

Aims and objectives

To have a school ethos in which bullying is regarded as unacceptable, to have a safe and secure environment where all children can learn without anxiety.

To ensure a consistent school response to any bullying incidents that may occur.

To ensure all those connected with the school are aware of our opposition to bullying.

To make clear each person's responsibilities with regard to the prevention of bullying and dealing with any incidents in our school.

The role of the teacher and support staff

Teachers (including support staff) in our school take all forms of bullying seriously. Teachers aim to support all children in their class and to establish a climate of trust and respect for all. If teachers become aware of any bullying taking place involving members of their class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. (See Reflective behaviour policy.) They also spend time talking to the child who has bullied: explaining why the action of the child was wrong, and endeavouring to help the child change their behaviour in future. They keep records of incidents that happen relating to children in their class on our electronic pastoral system. Bullying incidents are logged on our CPOMS system.

Staff can only deal with incidents they are aware of. We always stress to the children the importance of reporting any issues that are causing them concerns. We also teach the children about bystander law, that standing by and watching bullying take place is also serious and unwanted behaviour.

The role of the Head teacher

It is the responsibility of the Head teacher to ensure implementation of the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Head teacher ensures that there is provision within the curriculum and also other opportunities, to ensure all children know what bullying is, that bullying is wrong, and that it is unacceptable behaviour in this school. Also what children should do if they are being bullied.

The Head teacher may also draw the attention of children to the issue of bullying at specific times. For example, if an incident occurs, the Head teacher may decide to use assembly as a forum in which to discuss with other children why this kind of behaviour is wrong.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Incidents of bullying are reported through the Headteacher report to governors termly.

If a child is involved in bullying, it is always referred to the Behaviour, Safeguarding and Welfare Team Meeting. The child's parents are asked into the school to discuss the situation. A member of the Behaviour and Safeguarding team will also talk to the parents of the child who is being bullied.

The role of parents

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school and behave in an appropriate way. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they still have concerns or feel their concern is not being dealt with by the class teacher they should contact the

Key Stage Leader in the first instance who will investigate the matter and report back to the parents. If necessary they will also contact the parents of any other child or children involved to discuss their individual children. In addition, the Extended Services and Pupil Welfare Manager/Health and Wellbeing Leader/Learning Mentor may also have further involvement as appropriate. In the unlikely event that the situation is not resolved a member of the Senior Leadership Team/Head teacher will investigate and resolve the matter.

The role of governors

The governing body supports the Head teacher in not tolerating bullying and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The governing body monitors the number of incidents of bullying that occur. They do this by examining the school's records of bullying and by discussion with the Head teacher. This is also reported in the termly report to Governors.

Governors analyse information with regard to gender, age and ethnic background of children involved in bullying incidents. The Chair of Governors will acknowledge any complaint sent to her within 3 days and respond within ten school working days to any request from a parent to investigate bullying.

Bystanders

At Pikes Lane, we teach children about the role of bystanders. A bystander to bullying is anyone who witnesses bullying either in person or in digital forms like social media, websites, text messages, gaming, and apps. When bullying occurs, bystanders are present 80 percent of the time. A bystander has the potential to make a positive difference in a bullying situation, particularly for the youth who is being bullied. When youth who are bullied are defended and supported by their peers, they are less anxious and depressed. When bystanders to bullying intervene, bullying stops within 10 seconds 57 percent of the time

A bystander is 'a person who does not become actively involved in a situation where someone else requires help' (Clarkson 1996, p6) and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the sidelines and doesn't intervene or get help, even if someone needs it. 'Doing nothing' does have a real impact on events and may cause harm. To tackle bullying we must understand the responsibilities of peer and adult bystanders who want to seek solutions to bullying and take action where it is needed.

Bystanders can play different roles in bullying situations:

- Outsiders witness the bullying situation, but stay out of it and do not get involved or get support
- Reinforcers support the youth who bullies or bullying behaviour and may laugh, encourage, or cheer during or after the bullying incident.
- Assistants help the individual doing the bullying and join in. For example, an assistant may physically restrain or block the target of bullying so that they cannot get away.

STRATEGIES FOR DEALING WITH BULLYING IN SCHOOL

It is important that we prevent any forms of bullying and that children fully understand what bullying is that it will not be tolerated and that all incidents will be taken very seriously.

Discussing bullying issues is part of each class' RSHE programme and we have a wide range of resources to support this. This includes regular discussion through Assemblies and Circle Time, 'Bubble

Time' (1-1 discussion), the use of Peer Mediators, Playground Pals and Learning Mentors as appropriate. We also hold fortnightly Behaviour, Welfare and Safeguarding Meetings to ensure all children are monitored carefully.

The following issues should be explored with children in a way appropriate to their age:

1. What is bullying?

What causes people to bully? What are the effects of bullying behaviour? – on those bullied, those who bully, those watching.

What would our school be like if bullying behaviour was accepted?

Why is it wrong to bully?

What can we do to stop bullying?

What dilemmas/problems do we face when we see bullying?

2. All allegations of bullying must be investigated

While others may not feel that certain actions or words are of a bullying nature if the recipient feels they are being bullied the matter needs attention.

Ensure bullies and victims are interviewed separately

Obtain, if possible, witness information

Keep a record of the incident, investigation and outcomes.

3. Take action to prevent further incidents (When determining what sanctions and consequences will be applied, this will depend on the nature and severity of the bullying. At all times, the 'Reflective behaviour' Statutory Policy is always adhered to). Some examples of possible consequences are listed below e.g.

Imposition of sanctions (as per the 'Reflective behaviour ' Statutory Policy)

Informing parents of the bully and the child/ren who have been bullied

Providing support for the victim and bully as appropriate

Ensure children know they can talk to an adult of their choice in school about bullying or any matter causing them worry or upset and support and encourage them to do this.

Facilitating a mediated meeting between the children involved and drafting a code of conduct to adhere to moving forward. This document will be shared with parents of all parties and logged on CPOMS.

At this point, the child who is the victim will be offered daily check-ins with the learning mentor and weekly support from the school's Aspire outreach worker.

Any repeated actions requiring sanctions following the mediated meeting would escalate to internal exclusion

4. Some children feel unable to inform staff and observations of behaviour patterns, including the following may be signs of bullying:

Unwillingness to come to school

Withdrawn, isolated behaviour

Complaining about missing possessions

Refusal to talk about the problem

Being easily distressed

Damaged or incomplete work.

