



Penketh Primary School

Anti-Bullying Policy

Ratified: September 2022

Next Review Date: September 2023

Policy Responsibilities and Review

Policy type:	School
Guidance:	This policy is guided by Warrington Borough council and DfE guidance and best practice and written with due regard to legislation documents and legislation as detailed in Annex A where you will also find reading references
Related policies:	This policy should be read alongside the following: School Policies and Procedures: <ul style="list-style-type: none"> ● Safeguarding and child protection policy ● Penketh Primary Curriculum statement and guidance ● Relationship Education policy ● Pupil Code of Conduct (Home/School Agreement) ● Acceptable Use Policy ● SEND Policy and statement
Review frequency:	Annually
Committee responsible:	Local Governing Committee
Chair signature:	Jane Whalen
Changes in latest version:	

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This policy expands on the bullying section in the behaviour policy and must be used in conjunction with it. The general aims are the same as contained in the behaviour policy. Staff and children must be fully aware of what is meant by bullying and the following definitions can be used:

The vast majority of the children at our school conduct themselves exceptionally well and are well mannered and well behaved. Occasionally there are times when some children's behaviour can be described as bullying. Our aim is to always reward good, positive behaviour and to show zero tolerance of bullying as is defined in this policy. We stress however that in each case of bullying it is the behaviour and not the child that meets with our disapproval.

Rationale

We strive to create a culture based on respect and kindness. Children must feel safe and respected if they are to thrive and learn effectively. We are a school that sets very high standards for all our children, it is important that we create a school in which bullying cannot thrive and in which no child has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is vital that we make our children knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Bullying is often in the news and is a form of real anxiety for many parents and carers. It is therefore important that we inform families fully about our approach to dealing with bullying, so that parents and carers are able to distinguish between what is bullying and what is not. Children in our school are encouraged to understand and recognise the signs of bullying and to always tell someone.

Objectives of this Policy:

- Bullying of any form will not be tolerated at Penketh Primary School.
- As a school we take all forms of bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- All Governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All Governors, teaching and non-teaching staff should be aware of the school policy on bullying and follow it when any bullying is reported.
- All children and parents should know what the school policy is on bullying and what they should do if any bullying arises.

1. Definition

Definition of bullying

This policy expands on the bullying section in the behaviour policy and must be used in conjunction with it. Staff and children must be fully aware of what is meant by bullying and the following definitions can be used:-

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching and other forms of violence or threats etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Racist** Racial taunts, graffiti, gestures
- **Sexual** – unwanted physical contact between peers, inappropriate touching, abusive comments,
- **homophobic** – bullying on the basis of perceived sexual orientation. This includes the inappropriate use of terminology such as calling people 'gay' as a malicious or negative name calling
- **Transphobic** Bullying on the basis of gender identity. This includes failing to accept that a child identifies with a gender other than that which they were assigned at birth. This may include abusive comments, name calling, physical abuse or exclusion from activities or areas of the schools
- **Biphobic** Bullying on the basis of perceived sexual orientation. This includes insisting that bisexuality may be a phase
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- **Indirect** - Can include the exploitation of individuals.

Child on Child Abuse:

Please note that this is linked directly to our Safeguarding policy and procedure and links to

the list of behaviours that count as peer-on-peer abuse in paragraph 49 of Keeping Children Safe in Education (KCSIE) 2021. Children can abuse other children. This is generally referred to as child-on-child abuse. Child on child abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff are trained to recognise that children are capable of abusing children and all incidents should be recorded appropriately- as child-on-child abuse- not just a behaviour incident.

The school has a number of procedures in place to minimise the risk of child-on-child abuse and any allegations made by pupils, parents or carers are taken very seriously, will be investigated and deal with accordingly. We have a zero tolerance policy. The risk assessment will inform whether the school needs to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

We recognise that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up." The school's response will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Any sexually inappropriate behavior will not be tolerated, and ALL pupils involved will be supported and listened to. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

We recognise of the gendered nature of child-on-child abuse, but that all child-on-child abuse is unacceptable and will be taken seriously; and

Staff will follow the sanction guidance however, different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. Context will impact how each incident is handled including consideration of:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- Balancing the sanction alongside education and safeguarding support

Consequences will happen after all incidents and appropriate sanctions will be actioned. The response to each incident will be proportionate and will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). The voice and views of the victim(s) will help to inform any response.

We are committed to creating a culture and ethos of respect, tolerance, acceptance and diversity to make it easier for pupils to call out and report incidents.

Bullying 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.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or antisocial behaviour coordinator in their local authority of the action taken against a child. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

2. Aims

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

To produce a consistent school response to any bullying incidents that may occur, including cyber bullying, transgender and racially motivated bullying.

We will make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3. The role of governors

School has a Safeguarding Governor **Ms Jo Hancock**, who is principal lead for anti-bullying. The staff and governing body does not allow bullying to take place in our school, and 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 cyber bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The chair of governors responds within fifteen working days to any request from a parent to investigate incidents of bullying. Where appropriate, the governing body notifies the Head teacher and asks them to conduct an investigation into the case and to report back to a representative of the governing body.

4. The role of the Head teacher

It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all are aware of the school policy and know how to deal with incidents of bullying.

The Head teacher ensures that all children know that any bullying is wrong, and that it is unacceptable behaviour in this school.

The Head teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely.

5. The role of adults in school

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head teacher, the teacher informs the child's parents.

Incidents of bullying are to be recorded as a **high level behaviour**. Pastoral lead to contact and support victims and the families of those affected.

We use curriculum time during P.H.S.E to explore issues around bullying and consider other people's points of view. We also welcome and will establish initiatives such as Anti bullying Ambassadors to help reduce the possibility of incidents occurring. The whole school takes part in an Anti-bullying week.

Class teachers actively engage in anti-bullying week, this includes providing workshops and lessons throughout the school in order to educate children as to what bullying looks like and what to do if they witness or experience bullying. Children are taught about tolerance, equality and to celebrate difference.

Staff in school are aware of their responsibility to adhere to the Equality Act 2010.

6. The role of parents

Parents who are concerned 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.

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. This is overtly referenced in the Home-school agreement.

7. The role of the children

The children are encouraged to speak to their own class teacher or another adult in school if they are being bullied. (Behaviour Lead Mrs Lisa Green and Miss Kate Silver)

Worry boxes will be installed in all classrooms so that children have a confidential way of bringing concerns to the attention of their teacher.

If a child witnesses another child being bullied, they are encouraged to tell a member of staff and the matter will be dealt with in confidence.

8. Monitoring and review

This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors about the effectiveness of the policy on request.

As a school we are committed to not only dealing with bullying but to do all that we can to prevent it happening in the first place. We seek to build self-esteem in students and to develop tolerance of others. We use curriculum time during Personal, Social and Health Education (PSHE) lessons and circle time to explore issues around bullying and consider other people's points of view. Our aim is to raise awareness about bullying, our anti-bullying policy and the strategies of support we have in school. We also teach all students assertiveness skills and how to manage their relationships with others.

Our anti-bullying policy encourages pupils to speak to an adult in school if they are being bullied and promises that the disclosure will be taken seriously and acted on. Other children will be encouraged to also inform adults if they are aware of pupils being bullied.

The procedures for all staff are as follows:

1. Attend to what has been said **immediately**. Establish the facts, gathering evidence from relevant sources.
2. Reassure the child that (s)he was right to tell you
3. Talk to both parties.
4. Inform the Head
5. If appropriate, the Head will inform both sets of parents and record (See sheets in appendix 1)
6. Carefully monitor the situation – Mention to all staff at morning briefing and to all MDA's.
7. Feedback to both sets of parents within one week of them initially being informed. A report of the meeting with the victims parents is to be sent back to them for their comments
8. Continue to monitor. Feedback to parents in one month. A report of the meeting with the victims parents is to be sent back to them for their comments

Some of our most serious sanctions may be used in cases of severe and persistent bullying.

Bullying of a racist nature must be **immediately** reported to the Head teacher. Bullying of a sexual nature will be dealt with through the school's child protection policy and in cases involving serious assaults or wounding advice will be sought from the police.

Appendix 1 – Safeguarding Form

Name of Child

Class

Nature of problem

Where

When

Reported to

By

On

Review date with parents (names)

.....

.....

(one week)

(one month)

Please report any evidence of bullying behaviour to:

.....

by:

Lunch time supervisor responsible

.....

Further Action Required yes/no

Evidence of bullying behaviour

Meeting with parents of alleged bully to be held on

No further action required yes/no

Signed by parent(s)

Keep an eye on:

Name of child

Reason for concern

Action needed

.....

.....

.....

MDAs responsible

Reporting to parents on