



Anti-Bullying Policy

January 2024

Signed by:

_____	Headteacher	Date: ..
_____	Chair of Governors	Date: _

Statement of intent

Peters Hill Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

We believe that all children have the right to be educated in a happy and caring environment, free from harm. Vulnerable pupils, e.g. SEND pupils, LAC, Pupil Premium, may be even more susceptible to bullying and we endeavour to ensure we are even more mindful of this.

Peters Hill maintains a caring approach to children and any form of bullying, physical, verbal, racial, homophobic, sexist or other type of harassment will not be tolerated. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Legal framework

This policy has due regard to the following legislation and guidance, including, but not limited to the:

- DfE guidance “Preventing and Tackling Bullying July 2017
- Keeping Children Safe in Education updated 2024
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges guidance 2018
- Equality Act 2010
- The Children Act 1989

This policy is designed to be used in conjunction with other school policies such as:

- Child Protection and Safeguarding Policy.
- Behaviour policy
- Online Safety Policy and Guidance
- SEND Policy
- PSHE/RSE Policy

Responsibilities:

The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably

Parents/carers to support their children and work in partnership with the school

All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly

Pupils to abide by the policy.

Objectives of this Policy

- To ensure that everyone in the school community have an understanding of what bullying is and how the school will deal with incidences of bullying.
- To ensure staff understand their role in preventing and responding where a child is at risk. (Especially regarding child-on-child abuse).
- To develop a listening caring ethos at Peters Hill where any form of bullying is not tolerated and dealt with in the appropriate and timely manner.
- To encourage discussion and not make premature assumptions and to foster a problem solving approach.
- The staff is made aware of the anti-bullying policy by the Senior Leadership Team and has access to where the policy is kept.
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour

Definition of bullying

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Bullying generally falls into one or a combination of the following categories:

- **Physical Bullying** – Unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.
- **Psychological** – Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.
- **Social- Ostracism**/rejection by peer group.
- **Verbal** – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours, etc.
- **Cyber bullying** – Using mobile phones or the internet to deliberately upset someone. This includes peer-on-peer abuse (see below). Being subjected to harmful online interaction with other users especially during remote learning in relation to COVID 19.
- **Homophobic/transphobic/biphobic** – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.
- **Child- on -Child abuse** - any abusive behaviour that involves sexual harassment/violence, cyberbullying, physical abuse, 'upskirting', 'sexting', coercion or initiation/hazing (see Safeguarding and Child Protection, Online Safety policies).
- **Special Educational Needs or Disability:** Children with SEN and disabilities are more vulnerable and therefore potentially more likely to be subjected to bullying. Staff will recognise for some SEN pupils additional communication barriers can exist which may prevent disclosure of bullying.

Signs and Symptoms

Signs of bullying can be extremely variable and will very much depend on the individual. It is important however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- **Physical signs:** injuries, damaged clothing, general ill health due to stress.
- **Emotional signs:** mood swings, changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image.
- **Behavioural signs:** withdrawn, frequent unexplained absences, poor concentration, disruptive, challenging, bullying behaviour. Any behaviour which is out of character.

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

At Peters Hill we aim to prevent bullying by:

- Ensuring that all pupils have access to a broad, balanced and differentiated curriculum, as there are specific areas which promote pupil awareness of bullying.
- Children learn social skills and share in a curriculum that allows for co-operative learning, discussion and respect for different points of view, a curriculum that recognises achievement and strengthens self-esteem.
- Supervising pupils' at all possible times.
- Sharing concerns for others during assembly and promoting anti-bullying – including anti-bullying week
- Involvement of our learning mentors to work with vulnerable children.
- Training staff in school regularly to identify bullying and support those who may be being bullied as well as those displaying bullying behaviours.
- Train pupils to support their peers in the role of anti-bullying ambassadors
- Ensuring pupils adhere to the schools Behaviour Policy, displaying co-operation and support for their peers.
- The anti-bullying policy works alongside the behaviour policy. This has been discussed with the children in class and they are informed of the procedures
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encourage parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory. (see Remote Learning Online Safety policy)

Dealing with reported bullying issues

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- School will provide appropriate support for the person being bullied-making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate
- All concerned will be interviewed and information recorded regarding the incident, the perspective and situation.
- A clear account of the incident will be recorded and given to the Headteacher/Deputy Headteacher
- The DSL/Deputy Safeguarding Leads and Safeguarding Officer will be informed of all bullying issues where there are safeguarding concerns
- The school will speak with and inform other staff members, where appropriate
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies
- Sanctions as identified within the school behaviour policy and support will be implemented

- If necessary, other agencies may be consulted or involved, such as Police if a criminal offence has been committed, or other local services including Early Help or Children's Services, if a child is felt to be at risk of significant harm
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including Cyberbullying), the school will ensure the concern is fully investigated. If required, the Headteacher/Deputy Headteacher/DSL/Deputy DSL or Safeguarding Officer will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the schools behaviour policy
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken

Cyberbullying

When responding to Cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified
- Provide appropriate support for the person who has been Cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again
- Encourage parents/carers to keep any evidence (screenshots) of the bullying activity
- Take all available steps where possible to identify the person responsible. This may include:
 - Look at the use of school systems
 - Identifying and interviewing possible witnesses
 - Contacting the service provider and the police if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation
- Ensure that sanctions are applied to the person responsible for the Cyberbullying; school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
- Inform the police if a criminal offence has been committed
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - Advising those targeted not to retaliate or reply
 - Providing advice on blocking or removing people from contact lists
 - Helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

- Pupils who have been bullied will be supported by:
- Reassuring the pupil and providing continuous support
- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Restoring self-esteem and confidence
- Pupils who have displayed bullying behaviour will be helped by:
- Discussing what happened and establishing how they have not adhered to the school's Behaviour Policy
- Discovering why and how the pupil became involved, working with the pupil to aid them to identify wrong doing and the need for change
- Informing parents/carers to help change the attitude of the child

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Removing the pupil from playtime and lunchtimes
- Exclusion from certain areas of the school premises
- Minor fixed-exclusion
- Major fixed-term exclusion
- Permanent exclusion

Police involvement

Some types of bullying are illegal and should be reported to the police. This includes bullying that involves:

- Violence or assault
- Theft
- Harassment and intimidation over a period of time including calling someone names, threatening them, making abusive phone calls, sending abusive emails or text messages (one incident is not normally enough)
- Anything involving hate crimes

If the Headteacher feels that an offence has been committed they should seek assistance from the Police.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness

The policy will be promoted and implemented through the school

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- **Cyberbullying**
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- **LGBT**
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- **SEND**
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>
- **Racism and Hate**
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrc.org/educational