

Anti-Bullying – Appendix 4

As a staff we recognise that bullying can be deliberately hurtful behaviour repeated over a period of time. Bullying is an aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It can be extremely difficult for victims to defend themselves against it. This not only affects the victims but also those children who watch this occurring, at times, this can also see pupils drawn into this behaviour through group pressure. No child, irrespective of race, disability, sexual orientation or religious beliefs, should have to accept this type of behaviour. 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.

Aims

This policy aims to outline what Pear Tree Mead Academy will do to prevent and tackle all forms of bullying. PTM is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

We aim to:

- Provide a consistent approach to behaviour management
- Define what we consider to be bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

What is bullying?

- Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.
- Bullying is repeated over time (several times on purpose)
- Bullying makes those being bullied feel powerless to defend themselves.

Why are we against bullying?

‘Every Child Matters’.....because:

- everyone has the right to feel welcome, secure and happy
- we should treat everyone with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone
- bullying of any kind is unacceptable at our school.

What types of bullying are there?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Verbal (direct or indirect)	Name calling, sarcasm, spreading rumours, teasing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based• Gendered (including sexist and sexual bullying)	<ul style="list-style-type: none">• Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)• Homophobic, bi-phobic and transphobic (because of, or focussing on the issue of sexuality) (because of, or focussing on the issue of sexuality)
Sexual	<ul style="list-style-type: none">• Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching• *Sexual (unwanted physical contact or attention, sexually abusive comments, sexual violence, sexual harassment, explicit sexual remarks sharing of nude/semi-nude images)
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Extortion	Demanding money/goods with threats
Child on child abuse	abuse from another child, intending to physically, sexually or emotionally hurt others children. (This might include physical, emotional, cyber bullying, gender-based violence, sexual harassment, sexual assaults and sharing of nudes and semi-nude images)

All staff are aware that children can abuse other children (often referred to as Child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of Child-on-child abuse and know how to identify it and respond to reports. At PTM we recognise that when bullying is identified, this will come under child-on-child abuse also.

How does bullying occur?

Bullying can be direct or it can be indirect. It can be overt and covert.

Where can bullying occur?

At home, school, outside clubs or groups

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic/ school refusal)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

AS A SCHOOL, TO COMBAT BULLYING WE:

- Organise our school in order to minimise opportunities for bullying e.g. provide increased supervision at problem times.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary – checking records and putting monitoring in place.
- Stress firmly that all stakeholders-children, parents, staff and governors-have a responsibility to challenge bullying.
- Review this part of the policy regularly.

- The School Staff will continue to have a firm but fair discipline structure and follow the three PTM expectations.
- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, SEND etc
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. Provide an 'open' listening approach to encourage children who are being bullied to confide in their class teacher or other member of staff without fear of recrimination. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- We will treat bullying seriously
- Build the confidence of quiet or shy pupils who may become victims. Recognise that certain children have the potential to become victims (e.g. EAL, SEND, physical differences, lower income families)
- Staff who suspect that bullying is occurring will monitor all pupils involved closely by alerting all staff across school, encouraging the child to come forward, providing other means for the children to alert staff to a potential bullying situation
- Staff understand that bullying can and does happen in school.

What causes Bullying? (children's views)

People bully for different reasons, these could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

Bystanders

A bystander is a person who does not become actively involved in a situation where someone else needs help (Clarkson 1996) and in this way is understood to be a passive observer who stays on the "sidelines" and does not intervene or get help, even if someone needs it. Though they do not actively participate, they encourage the perpetrators who may feel driven on by the audience.

How can bystanders help when tackling bullying behaviour?

Research has clearly demonstrated that bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying, alongside reactive strategies to deal with bullying incidents when they

occur. The risks of encouraging children to intervene in bullying situations must also be acknowledged.

Why is it important to respond to bullying?

Bullying Hurts!

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

Our school will respond promptly and effectively to reported incidents of bullying.

Whole school approach

It is generally recognised that taking a whole school approach to tackling bullying is the best way to reduce incidents and promote an environment where bullying is not acceptable.

School Level

- perception survey – parents/children
- School week on bullying – Kindness week (anti-bullying)
- Appropriate supervision at play times and lunch time – high child/staff ratio
- More attractive school environment/playground – OPAL (supporting SEMH)
- Opportunity for parents to meet staff – open door policy/parents evenings
- Teacher groups for anti-bullying, pro-social work in school – PSED/PSHE/school values
- Playleaders, playleader mentors and pupil leadership team

Class Level

- Class rules, praise and sanctions
- Tribal in nature – together as a team
- Role playing, literature, arts
- Cooperative Learning
- Common positive class activities

Individual Level

- Serious talks with all children involved
- Serious talks with all parents involved
- Help from 'neutral' students
- Help and support for parents

Pupils at Pear Tree Mead feel confident that member of staff will listen to their problem (pupil perceptions).

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or member of

staff of their choice – SLT guidance or involvement

- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened – restorative approach
- Discovering why the pupil became involved
- Establishing the wrong-doing and need to change
- Informing parents or guardians to help change the attitude of the pupil

Cyberbullying

Cyber bullying is dealt with in the same way as any other bullying issue.

By adopting the recommended no use of social networking sites on school premises, Pear Tree Mead Academy protects themselves from accusations of complicity in any cyber bullying through the provision of access.

Parents should be clearly aware of the school's policy of access to social networking sites. Where a disclosure of bullying is made, schools have the duty to investigate and protect, even where the bullying originates outside the school.

This can be a complex area, and these examples might help:

- A child is receiving taunts on Facebook and text from an ex pupil who moved three months ago: This is not a school responsibility, though the school might contact the new school to broker a resolution.
- A child is receiving taunts from peers. It is all at weekends, using various social networking sites. The pupils are in the school: The school has a duty of care to investigate and work with the families, as they attend the school and it may spill over into the playground.
- A child is receiving taunts from peers. It is all at weekends using Facebook. The pupils are in Y5: The school has a duty of care to investigate and work with the families, as they attend the school. However, they are also fully within their rights to warn all the parents (including the victim) that they are condoning the use of Facebook outside the terms and conditions of the site and that they are expected to ensure that use of the site stops. At any further referral to the school the school could legitimately say that the victims and perpetrators had failed to follow the schools recommendation. They could then deal with residual bullying in the school, but refuse to deal with the social networking issues.

Once a disclosure is made, investigation will have to involve the families. This should be dealt with under this policy. If parent/carers refuse to engage and bullying continues, it can be referred to the police as harassment.

This guidance also applies to text and mobile phone cyber bullying.

If there is any reason to suspect the law has been broken in any way, we will contact Essex police to report it and for further guidance. If the issue is deemed as a safeguarding issue for any pupil involved, then we may contact social care for their guidance.

Bullying outside school, including Cyberbullying

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying, in particular, can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore we act to prevent and respond to bullying outside of school as far as we are able to. When we have knowledge of online incidents we will, at times, inform parents about this to ensure they are aware and where necessary, take action in securing their access and settings. We will provide information to parents regarding this where possible, as well as any age advisories and restrictions attached to particular websites/APPs. Depending on the nature of the online incident, we shall also notify the parents of each pupil who has seen the content/messages to explain that they have been exposed to this, so that they can make informed decisions on how to proceed with their child online. We do not advise parents to take away devices or exclude them from any groups, as this can cause further anxieties – it is then for the parent to decide upon further action if needed. We may seek support from the Police and or the Police Community Support Team to help us to do this effectively.

Reporting

SLT record bullying incidents on CPOMS alongside bespoke recoding of racist and homophobic/transphobic/biphobic behaviours. Bullying incidents are reported to the governing body once per term.

Actions to be taken if a racist incident occurs:

Class teacher and a member of the leadership team are informed.

A CPOMS alert will be written and assigned to DHT, clearly stating the type of incident from those shown below...

- Physical assault includes a range of violent actions, from criminal attacks involving hitting, kicking and possibly the use of weapons, to pushing someone or tripping them up.
- Physical harassment includes 'minor intimidation' which may be cumulative in effect, such as jostling in a queue or using offensive gestures. It also includes physical, non-verbal mimicry.
- Graffiti includes offensive writing and/or drawings in places where they can be widely seen, such as on walls, on desks and in lavatories.
- Cyber bullying/harassment includes offensive writing and/or images conveyed through electronic media, e.g. the internet, emails, mobile phones.
- Written comments/drawings (not graffiti or cyber bullying/harassment) includes offensive writing and/or drawings in places where they cannot be widely seen, such as on pieces of paper, in exercise books or on mobile phones (text messaging).
- Verbal abuse includes derogatory name-calling, insults and overtly racist 'jokes'; threats and incitement of others to behave in a racist way; and ridicule of a person's speech, background, religion and/or culture.
- Abuse of/damage to personal property includes hiding a pupil's bag, spoiling or destroying a piece of work, deliberately breaking something, damaging clothing, etc.

- Non-co-operation/disrespect may be deliberate, such as ignoring or ostracising a person; but acting disrespectfully may also be unwitting, resulting from a lack of awareness or knowledge on the part of the perpetrator. Whether intentional or not, any such incidents need to be taken seriously and referred, recorded and reported.
- Other incidents includes anything that does not fit into any of the above categories.

Statements are taken from all involved and the adult conducting the investigation is to upload these on CPOMs.

Key questions to ask the perpetrator(s):

- What happened?
- Do you know what racism is?
- What were your thoughts at the time: were you aware that what you said/did appears racist and could hurt someone?
- What have your thoughts been since? Have you considered this language/action is racist?
- Who has been affected by what has happened? How have they been affected?
- What do you think should happen now? Now on reflection, do you think this was appropriate? Do you need any further information on racism?

Recording of who is reporting the racist incident and deemed it racist – child/staff
Incident will be logged on the record of the perpetrator and victim – CPOMs

Parents of both the victim and perpetrator will be informed.

An educational talk will be given to the child/group/class of the perpetrator in order to raise awareness of why racism is wrong and ensure that the child is given every opportunity to be educated to this point (stories).

Restorative actions are taken so children are aware of their actions – discussions and outcomes.

Involvement of the learning mentor if appropriate – SLT to advise.

If the same child is involved in another incident after this then the matter will be taken further with a member of SLT.

The same process is to be taken for any homophobic incident or any incidents linked to disability.

Monitoring

Patterns of bullying alongside different categories of bullying are monitored by the behaviour lead.

Evaluation

Where appropriate additional support is requested from other external agencies to support behaviour improvements.

Responses to Bullying

Step 1:

Child approaches friend, teacher, LSA, Learning Mentor, admin staff, MDA, member of SLT or identities it within a class activity (PSHE session - feelings box)

Observation from staff – passed to class teacher or SLT

Parental concern raised with member of staff

Step 2:

Pupil meets with class teacher or SLT

Discussion of the facts – member of staff to discern if they believe it to be of a bullying nature

Previous records to be checked – SLT

Suggested ways forward – monitoring and check-ins (emails to be sent to all staff who supervise at different times of the day). Short time frame to be put into place e.g. 2 weeks

Parents may be informed (dependant on the circumstances – age, incident, previous history)

Review of monitoring SLT and class teacher

Step 3:

SLT – interview with each child(ren) involved – separately to establish all the facts and individual children's perspectives (recorded)

Parents informed by SLT – victim and perpetrator(s). Actions agreed – strategies could be included in individual ARPs/behaviour plans where appropriate

Short review time

If it continues...

Step 4:

SLT signpost further support

Learning mentor involvement

Mediation/counselling referrals

External support agencies – EP/IP

Step 5:

Inclusion partner involvement – observations/support with plans (where appropriate)

Suspension considered

The Role of Parents

Bullying is for everyone to tackle. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and make the school a happier place for everyone.

When, after discussion (step 3), we confirm a child has bullied we will contact the parents to discuss the issues. We will ask parents to:

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying.
- Make an appointment to see the child's class teacher as soon as possible and explain the problem and discuss how the school and the parents together can stop the bullying.
- Talk to the child regularly about how things are going at school.
- Give the child lots of praise and encouragement when they are being kind and considerate to others.
- Screenshot any cyber bullying where possible.

We will also contact the parent of the child being bullied, with explanations of the situation and what we are doing to resolve it.

We will ask parents to contact the school if they suspect their child is being bullied.

Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do.
- Be positive about making the right steps
- Make a note of what the child says
- Explain that the child should report any further incidents to a teacher or other member of staff straight away
- Work with the school in order to get the issues resolved
- Talk to child regularly to check on any incidents at school and online, but not in leading style questions.

Legislation and statutory requirements

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018).

- Behaviour in schools
- Searching, screening and confiscation at school
- The Equality Act
- Use of reasonable force

It is also based on the special educational needs and disability (SEND) code of practice

Support Agencies – Useful information

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying

08000 1111

Bullying on line

www.bullying.co.uk