



Pear Tree Community Junior School

Anti-Bullying Policy

Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Pear Tree Community Junior School, 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 free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a **TELLING** school. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

Purpose

The purpose of this policy is to provide clear guidelines to all staff, governors and parents about the sanctions that are in place to deal with behaviour and bullying issues.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and 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. (Preventing and tackling bullying DfE October 2014)

At Pear Tree we teach our pupils about respect for each other and that unkind or cruel behaviour will not be tolerated. However, not all unkind behaviour is bullying.

The key characteristics that turn unkindness into bullying are:

- That it is repeated and goes on over time
- That it is deliberate and not accidental
- That it involves the person doing the bullying in having some sort of power over the person experiencing the bullying.

Occasionally an incident may be deemed bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

The pupils are taught STOP- bullying is **Several Times On Purpose**.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist/homophobic remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber bullying including through social media and text messages

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- children and young people
- children, young people and staff
- between staff
- individuals or groups

Signs and Symptoms

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils will be encouraged to report bullying.

All school staff should be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Further symptoms to look out for include:

- being frightened of walking to or from school
- changes to their usual routine
- being unwilling to go to school (school phobic)
- begins to truant
- 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
- comes home with clothes torn or books damaged

- has possessions which are damaged or “go missing”
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

It is important to note that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

As far as possible we will seek to eliminate bullying at Robin Hood through education and by teaching methods for helping children to prevent bullying.

These include:

- Following our three school rules: Be Ready, Be Respectful, Be Responsible
- Writing a set of class rules annually and reviewing these through the year
- Co-operative group work
- Nurture and THRIVE support provided by the learning mentors
- Through our PSHE curriculum that is based on the Social and Emotional Aspects of Learning programme
- Taking part in national initiatives such as anti-bullying week
- Reading stories about bullying and having them read to a class or assembly
- Having regular discussions about bullying and why it matters
- School Council
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

At times, however, bullying may occur despite these methods of prevention.

Reporting and Responding to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

School has a responsibility to respond promptly and effectively to issues of bullying. Our school has clear and well publicised systems to report bullying for the whole community (including staff,

parents/carers, children and young people) this includes those who are victims of bullying or have witnessed bullying behaviour (bystanders). We teach pupils the STOP – **Start Telling Other People**

The systems for reporting bullying are as follows:

- Children and young people should report concerns about bullying behaviour to their teacher or a member of the nurture team. If passed to a class teacher, staff should pass on the information to member of the Nurture Team. Should initial action not achieve the desired outcome, they should discuss with a senior member of staff to take further action.
- Parent/Carers can report concerns to the office, who will endeavour to find a member of senior staff or the nurture team immediately to discuss the concern. If no one is available parents will be contacted on the same day at the earliest opportunity.
- Visitors and other bystanders should refer any concerns about bullying behaviour to a member of the senior leadership team.

Each case of bullying will be investigated involving all parties. This may follow the format below if it is appropriate to the situation:

- Step one -Talk to the victim (what is the problem? What has happened? Who is involved? Are there any witnesses? What would you like to be different?)
- Step two –talk to the people involved (alleged perpetrators/witnesses)
- Step three – discuss possible actions and sanctions and inform victim and perpetrator and parent/carer of these
- Step Four – Meet with them again to monitor and check progress
- Step Five – Review actions and progress with parents

Outcomes

If possible, the pupils will be reconciled after the incident/incidents have been investigated and responded to according to the situation, for example, circle of friends, individual work with the victim and /or perpetrator, referral to outside agencies. Each case will be monitored to ensure repeated bullying does not continue. Sanctions will be applied according to the school behaviour policy. Serious incidents and incidents of continual bullying may result in exclusion. All incidents of bullying are recorded on individual pupil files.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be initially recorded on a form in the Behaviour folder, which is kept in the senior management office.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to governors as part of the Head Teacher's report to Governors and used in the process of updating the policy. From this analysis the Anti-Bullying team will draw up an action plan related to the areas of good practice in successful schools.

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.