

# Anti Bullying Policy



## Pendragon Community Primary School

Reviewed by The Full Governing Body

Date of Review October 2024

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Version 1.1

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## 1. Aims

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. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Children who are being bullied or are concerned about another child are encouraged to talk to their Class Teacher, the Head teacher or the Teacher in charge of pastoral care.

### 1.1 The Objectives of this Policy are to ensure:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## 2. Legislation and guidance

All school in the UK are required to have a strategy and procedure in place to detail their procedures in the event of allegations of bullying in school.

## 3. Definitions

DSL – Designated Safeguarding Lead

SENDCo – Special Educational Needs and Disabilities Coordinator

## 4. Roles and responsibilities

### 4.1 The Governor/s

Governors will:

Work with the head teacher to determine the strategic development of the policy and provision in the school.

The Governing Body will review this policy in line with the Policy review schedule at the FGB meetings

## 4.2 The head teacher

The head teacher is **Mrs Emily Samuels**

They will:

Work with staff, parents and governors to determine the strategic development of the policy and provision in the school.

Have overall responsibility for the management of procedures to prevent bullying and any allegations of bullying in school.

## 4.3 Class teachers and teaching assistants

They will:

Work with parents and children to implement the following procedures in school to both minimise the occurrences of bullying and fairly manage any allegations as they arise in line with the following procedures

## 5. Statement of intent

Pendragon Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the head teacher. A clear account of the incident will be recorded in the orange books. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

## 6. What Is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and, as a school, we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Pendragon Primary School, our definition of 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"*



## **7. Why is it important to respond to bullying?**

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

## **8. Types of bullying behaviour**

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

## **9. Signs and symptoms**

A child may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- 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)
- 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"

- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's 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

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

## 10. Preventing bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Including a child/ pupil friendly version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- Secure the safety of the target of bullying Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, Nurture

provision, extend emotional support.

- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play through the OPAL play provision.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

## 11. Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

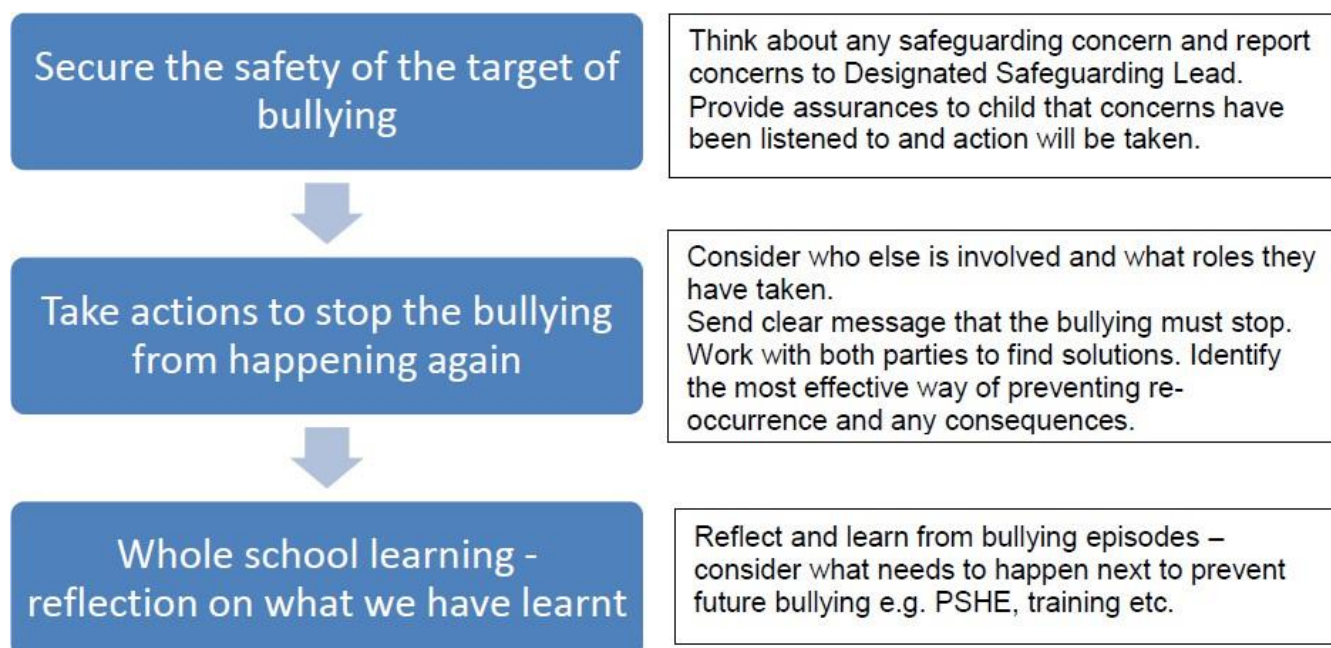
- A trusted adult
- Their class teacher/TA
- Lunchtime organisers
- The head teacher and deputy head teacher

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions

## 12. Responding to bullying



- All incidents that are reported or are suspected to be bullying, need to be dealt with seriously
- Teachers should spend time with the victim and suspected perpetrator to understand the issue.
- If confirmed as bullying, a meeting to be arranged with parents of all involved.
- A follow up meeting should be offered in all instances

### 13. Procedures for parents:

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the head teacher. The head teacher is always informed of any bullying concerns at Pendragon Primary and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the head teacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

### 14. Monitoring arrangements

This policy will be reviewed by the head teacher **every 3 years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the FGB governing board.

### 15. Links with other policies and documents

This policy links to our policies on Safeguarding and Child Protection Policy and Behaviour Policy

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