



ANTI-BULLYING

Tees Valley Education Trust

Version:	1.0
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Date issued:	September 2016
Review date:	September 2017
Target audience:	ALL TRUST STAFF MEMBERS



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

This policy was developed in consultation with governors, staff, pupils and the Academy council. It has obvious links with the following policies: PSHE, Confidentiality, Equal Opportunities and Race Equality, SRE and behaviour.

THE AIMS

Pennyman Primary is committed to providing a caring, friendly and safe environment for all members of our school community, so they can work and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy. If bullying does occur, all members of the community should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

THE OBJECTIVES

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

1.1 WHAT IS BULLYING?

Bullying is the behavior by an individual or group, repeated over time, with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- **Cyber** Being cruel to others by sending or posting harmful material using technological means (e.g. email, chat rooms, forums, message boards, phones, webcams, gaming)
- **Emotional** being unfriendly, excluding, intimidating, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focussing on the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Disablist** taunts, gestures, discrimination or prejudice remarks against people who are disabled

1.2 WHY IS IT IMPORTANT TO CONFRONT 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.

Pennyman Academy has a responsibility to respond promptly and effectively to issues of bullying.

1.3 SIGNS & SYMPTOMS

A child may indicate by signs or behaviour 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 the Academy
- doesn't want to go on the Academy / public bus
- begs to be driven to Academy
- changes their usual routine
- is unwilling to go to Academy (Academy phobic)
- begins truanting
- 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 Academy work
- comes home with clothes torn or books damaged
- has possessions 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

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

1.4 PENNYMAN PRIMARY PROCEDURES

- Pupils know staff will support them when reporting Bullying incidents.
- In cases of serious bullying, the incidents will be recorded by staff on a serious incident form, which is then forwarded to the SLT and SEND team.
- In serious cases parents should be informed and will be asked to come in to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- The victim will be supported by staff and other pupils (Buddy System KS2).
- An attempt will be made to help the bully (bullies) change their behavior through the PSA and SEND team (

SEND, behaviour and welfare team (2016 – 2017)

- Deputy Head and SENDCo – Jennifer Duncan
- SEND inclusion officer –Emma Lowe
- Welfare office – Marie Kelly
- PSA – Lynn Heslehurst
- Specialist behaviour LSA – Sarah Smith
- Specialist behaviour LSA – Gemma Foster

1.5 POSSIBLE OUTCOMES

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered (see behaviour policy)
- If possible, the pupils will be reconciled but no pressure should be placed on the victim of bullying to do this.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

TEACHING PROGRAMME, STRATEGIES AND RESOURCES

1.5.1 Anti-Bullying Education is delivered through the PSHE programme, and assemblies. Teachers use a broad variety of whole class or group teaching and learning strategies. Teachers are aware of the individual learning needs of their children. Teachers pay attention to Visual, Auditory and Kinaesthetic learning styles and adapt their inputs appropriately. Devices such as story boards, puppets, circle time and role play are incorporated into teaching and learning.

We use methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing stories or poems or drawing a picture about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- PSA intervention using social stories
- Group therapy
- Behaviour support
- Buddy System

HEALTHY ACADEMYS STANDARD

At Pennyman Primary Academy we recognise the importance of promoting a healthy Academy as an effective vehicle to promote Anti-Bullying. Pennyman has achieved Healthy School Status and is working towards National Healthy Schools Standards with Governors, staff, parents and children.

MONITORING AND EVALUATION

The SLT/SEND, behaviour team and the head teacher are responsible for the overall monitoring of anti-bullying education. This will include: -

- reviewing samples of pupils' work and questionnaires to find out children's views
- teachers making comments on the work and lesson plans
- feedback from teachers involved in the delivery of the programme
- feedback from pupils (Junior Leadership Team)

The views of pupils and teachers are essential for evaluation of the anti-bullying education programme. Feedback will be gained through discussions and written responses when necessary. Changes, if needed, will be made to the planning and teaching of the programme in light of the evaluation and evidence of best practice.

EVERY CHILD MATTERS

“Pupil performance and well-being go hand-in-hand. Pupils can’t learn if they don’t feel safe or if health problems create barriers. Doing well in education is the most effective route for young people out of poverty and disaffection.” DfES (2004) In Pennyman we have regard for the five outcomes of the Government White Paper. We support children to:

Be healthy

-by encouraging pupils to express their emotions so they are healthy socially and emotionally. They also learn about their emotions and how to manage them

Stay Safe

- by respecting others differences and not intimidating others.
- by feeling safe from bullying and know how to report incidents.

Enjoy and Achieve

- by enjoying activities in Academy without feeling worried or intimidated
- by taking part in Anti-bullying activities including National Anti-Bullying Week

Make a Positive contribution

- by forming positive relationships and supporting each other to sort out problems / disagreements (Buddy System)
- discussing Anti-Bullying in Student Council and Class Council and contributing to the policy and activities in Anti-Bullying Week

Achieve Economic Well-Being – by developing their self-confidence so they do not feel intimidated.

- To know they can work individually or as a team, free from intimidation

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0207 3548321
Children’s Legal Centre	0120 6873820
KIDSCAPE (Parents Helpline, Mon-Fri 10-4)	0207 7303300
Parent line Plus	0808 8002222
Youth Access	0208 7729900

www.childnet-int.org/kia/primary/smartadventur