



Anti-bullying Policy



Pennyman
Primary Academy

Name of originator/author:	Louise Stogdale
Circulated to:	All staff
Date issued:	September 2021
Review date:	Annually
Target audience:	All Staff

At Tees Valley Education Trust, all policies are developed in close communication with academy and trust stakeholders and support the overall trust policies. All policies are shared between academies to ensure cohesion and continuity while allowing each individual academy to personalise these in order to best support the unique learning journey of their pupils. The following policy has been written to support the ethos, vision and values of both Pennyman Primary Academy and Tees Valley Education Trust.

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 trustees, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- All trustees 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.

WHAT IS BULLYING?

Bullying is the behaviour 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

Bullying is not ..

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Occasionally situations go beyond broken friendships or minor differences and, on these occasions, adult intervention may be necessary.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, or arguments. It is bullying if it is done several times on purpose.

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 Primary Academy has a responsibility to respond promptly and effectively to issues of bullying, the SEND, behaviour and welfare team are:

- Deputy Head of Academy and Designated Safeguarding Lead – Mr Hunter
- Welfare Officer – Mrs Kelly
- Emotional Learning Support Assistant – Mrs Conroy
- SENDCo – Mrs Pinchin

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 LA transport
- 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
- changes in performance 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
- 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.

It is important to note that the nature of the learning needs means that some pupils with complex needs or additional learning needs in the SEN Unit may not have sufficient understanding or awareness that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. Similarly, some pupils, who are the recipients of such behaviours may be unable to express their aversion to such behaviours or to tell adults. This means that all staff have a duty to not only be aware of such behaviours and of any child involved, but also to respond appropriately to instances of bullying behaviours.

PENNYMAN PRIMARY ACADEMY PROCEDURES

- Pupils know staff will support them when reporting bullying incidents.
- In cases of bullying, the incidents will be recorded by staff on the academy system, which is then forwarded to the SLT 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.
- An attempt will be made to help the bully (bullies) change their behaviour.

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

Anti-Bullying Education is delivered through the PSHERE and RSE 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. 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
- intervention using social stories
- group targeted support
- buddy system

MONITORING AND EVALUATION

The senior leaders 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
- feedback from teachers involved in the delivery of the curriculum provision and programmes
- feedback from pupils through the Academy Council
- class discussions and feedback through assemblies and environment walks

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.

DFE Guidance

“Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental

health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.” (DfE, 2017).

Criminal Law

- Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.
- If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Cyber Bullying

- The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head of Academy, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.
- Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

Bullying out of the academy

- Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head of Academy should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

- While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip (see behaviour policy for more details)

Links to other relevant policies and approaches

The anti-bullying policy links to the following policies and approaches:

- Equality
- Child Protection
- Safeguarding
- British Values
- PSHE
- Behaviour

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/smartadventure