

Anti-Bullying



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Anti-bullying Policy

We strive to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally.

This policy is based on the following statement which outlines the principles and guidance on school behaviour:

‘At Paces we promote good behaviour by creating a happy and stimulating school environment where everyone feels valued, respected and secure and is prepared for life outside school. Well-being is paramount. We believe that pupils want to behave well and can learn to improve their behaviour. Positive achievement and behaviour are a priority to raise self-esteem and ensure that pupils achieve their full potential. Praise and motivators are a fundamental feature of delivering a positive environment. Natural consequences and verbal reprimands are utilised when required and, in these instances, it is always the behaviour that is criticised – never the child. All staff have a responsibility to manage behaviour and provide positive role models. We are committed to ensuring an effective partnership between school, parents and the community.’

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 e.g. on grounds of race, religion, gender, sexual orientation, disability etc. It might be motivated by actual or perceived differences between children. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; schools have to make their own judgements about each specific case. We will not tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively. We have a duty of care to protect pupils from bullying in our care.

We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and Prevent Duty Guidance 2015 and that we promote the welfare of all children in our care.

We work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

The content of this document should be read alongside the school’s Behaviour Policy, Online Safety policy and Safeguarding Children incorporating Child Protection policy.

Aims & Objectives

- To promote a happy and caring environment.

- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To ensure that all children are treated with respect and dignity.

Roles and Responsibilities:

Role of the Governing Body

The Governing Body will not condone any bullying and has:

- delegated powers and responsibilities to the Headteacher to eliminate all forms of bullying and to keep records of all incidents of bullying;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- implement this policy;
- ensure that all school staff are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children with a zero-tolerance approach to bullying;
- ensure that all pupils understand that bullying is wrong and promote British values through PSHE/SMSC and school assemblies;
- ensure that all parents are aware of this policy and that we do not tolerate bullying;
- respond and deal with all incidents of bullying including peer on peer abuse
- keep records of all incidents of bullying and report to the governing body.
- monitor and evaluate this policy;

Role of school staff

School staff will:

- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously including peer on peer abuse;
- report all incidents of bullying;
- raise awareness of the wrongs of bullying and promote British values through PSHE/SMSC;
- ensure that all pupils have access to tools and staff who know them in order to communicate concerns;
- use preventative strategies; see list below.
- attend appropriate in-house training

Role of Pupils

Pupils must:

- report, where possible, if they are being bullied;
- report if they see someone being bullied;

- discuss ways of preventing bullying through the school council
- treat others, their work and their equipment with respect

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents

Parents must:

- be aware of and support this policy;
- report to the school via a relevant member of staff any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions.

Parents should report any concerns with regards to bullying on home-school transport to the school.

Strategies used to prevent bullying:

A comprehensive approach can reduce incidents and improve the wellbeing of pupils, including:

- talking about difference in lessons, events, projects, assemblies
- teaching that use of prejudice based language is unacceptable
- creating an ethos of good behaviour and respect
- understanding how actions affect others
- developing parent, carer and pupil awareness
- encouraging parents & carers to reinforce good behaviour at home
- ensuring pupils are clear about what to do if they become bystanders
- implementing clear disciplinary sanctions
- using outside organisations & resources
- where necessary carry out social care assessments when considering pupils being harmed outside the home on contextual safeguarding which includes measure to prevent bullying (including cyber bullying, prejudice-based and discriminatory bullying).
- providing effective staff training
- good quality training for staff to understand diversity and the needs of all pupils
- work with the wider community such as the police, children's services & other agencies
- making it easy for pupils to report bullying, be confident they will be listened to & action taken
- creating a safe, inclusive environment

Indicators:

Any behaviour which indicates fear or anxiety should be discussed with the child and parents/carers:

- Avoiding people, locations, activities and events
- Feeling ill in the mornings- not wanting to come to school.
- A decline in the quality of their work

- Coming home with items destroyed or missing
- Becoming withdrawn, lacking confidence, changing eating habits
- Distress, anxiety, suicidal thoughts
- Crying, poor sleep, nightmares
- Asking for, stealing or 'losing' money
- Refusing to talk about what's wrong
- Unexplained bruises, cuts, scratches
- Aggressive, unreasonable, bullying siblings

The victim may:

- experience considerable distress including depression and self-harm
- may not tell anyone because of threats, feeling responsible, that nothing will change, or they should sort it out themselves

All children & young people need information about where to get advice and support. Their parents and carers need information about:

- identifying changes in children's behaviour
- what to do if they are worried about their child

The bully may:

- Have been bullied themselves
- Have significant needs
- Think it is fun
- Dislike or be jealous of someone
- Feel powerful and respected
- Feel it gets them what they want
- Try to impress their peers
- Get gratification from bystanders who watch the reaction of the victim

Intervention:

Paces School will support the needs of all pupils who are bullied AND bullying based on e.g.:

- a quiet word from staff
- pastoral support
- formal counselling
- engaging with parents
- completing an Early Help Assessment (EHA) (or equivalent assessment depending on the pupil's LA)
- a SEND assessment for mental health issues
- referring to CAMHS
- referring to local authority children's services
- maintaining attendance through on-site or alternative education provision
- applying fair, consistent & reasonable disciplinary measures to the bully alongside any vulnerability
- considering any safety issues for the bully
- being clear that bullying of staff by pupils, parents or colleagues, is unacceptable & will be acted on

Incidents

- All reported incidents are reported to SLT, investigated and dealt with;
- Parents are informed of all events and what actions have been taken;
- Records will be kept of all incidents and their outcomes in the anti-bullying book;

Monitoring the Effectiveness of the Policy

This policy should be read in conjunction with the behaviour policy.

The effectiveness of this policy will be reviewed when the need arises, and the necessary recommendations for improvement will be made to the governors.

Specialist organisations & resources:

- Schools Out UK
- Stonewall
- Bullying UK • The Anti-Bullying Alliance (ABA)
- ChildNet
- The Anne Frank Trust
- Think U Know (National Crime Agency)
- Mermaids UK
- Mencap
- Changing Faces
- Show Racism the Red Card
- Kidscape

Further policy and guidance:

- Keeping Children Safe in Education 2023
- Preventing bullying, DfE 2017
- BIG Award
- The UK Council for Child Internet Safety
- Special Educational Needs & Disabilities, Gov.uk
- Relationships education, RSE and PSHE, DfE 17
- Tackling race and faith targeted bullying
- Promoting and supporting mental health and wellbeing in schools and colleges, DfE June 21

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