Anti-Bullying Policy



October 2021

AIMS:

• To make Pinders Primary School a ‘bully-free zone’

• To give children the skills they need to confront and prevent bullying

• To support victims of bullying and their families

GENERAL APPROACH:

We believe that our whole-school policy on Behaviour contributes to the prevention of bullying and enables potential 'victims' to develop confidence and assertiveness. We aim to create a climate of trust so that children feel secure in confiding to adults in the knowledge that they will be listened to.

Through assemblies, ‘PSHE Curriculum' and class teaching we teach children the skills they need to deal with bullies (eg to say, "Please stop doing that" calmly but assertively) and we ensure that they know how to secure adult intervention if they cannot solve the problem themselves.

Bullying is not a major problem in this school but every child and adult knows that we thoroughly condemn it and are committed to taking seriously any incidents which are reported to us.

DEFINITION:

The term, 'Bullying', refers to repeated acts of physical, verbal or psychological aggression by an individual or group against an individual or group. It may involve elements of intimidation, humiliation, exclusion, extortion or racial/sexual harassment. Bullies usually know what they are doing and that it is wrong. They often get satisfaction from building power over another, more vulnerable, person.

PROCEDURES FOR INVESTIGATION OF INCIDENTS:

1. All incidents of bullying should be reported to the Headteacher or member of the Senior Leadership team and recorded on CPOMS. Headteacher to inform parents as appropriate.
2. Staff will ascertain, through discussion with those who observed the incident, what happened and what was happening immediately preceding the incident.
3. The Headteacher will talk with the 'victim' about what happened and how he/she feels about the incident. She will also continue to liaise with parents as appropriate.
4. The class teacher and the appropriate support staff will provide support for the victim and will monitor the case carefully. All staff will be made aware of the incident and who was involved.
5. The Headteacher or member of the Leadership Team will talk with the bully/bullies and:

• describe how the 'victim' feels

• discover what the bully/bullies feel about the incident

• Give the bully/bullies an opportunity to reflect on the effects of their actions on others

• Ask the bully/bullies to come up with ways to change the situation so that they can put things right - these will be recorded in the incident report, filed in the main office. Where appropriate children will write their own version of their plan to improve the situation

• If it is thought appropriate the victim and bully may be brought together for discussion.

• The headteacher will inform parents of the incident and ensure that the ‘Bullying Incident Report’ is completed and filed in the main office.

• The bully/bullies' behaviour will be closely monitored for a week and then they will be brought back to the Headteacher for a follow-up. If no more bullying behaviour has occurred praise will be given. If the bullying behaviour has continued sanctions will be used and the parents informed. The monitoring will continue until all parties are sure that the bullying has stopped. Outcomes of monitoring will be recorded in the incident report. The Incident Report is appended to this policy.

• Where sanctions prove ineffective advice will be sought through other agencies and where appropriate, other agencies will be brought in to give support

• In a case where bullying cannot be stopped exclusion will be the ultimate sanction

**Pinders Primary School Bullying Incident Report Sheet**



Date:

Incident Description:

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**Initial Investigation into Alleged Behavioural Incident:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Completed by:  Position:  Date: | Reported by:  Role:  Date: | | | |
| Form of alleged behaviour being investigated:  Bullying 🞏 Racism 🞏 SV/SH 🞏 Gender 🞏 Disability 🞏 Sexual Orientation 🞏  Religion and Belief 🞏 Sex and Equality 🞏 Age 🞏 🞏 | | | | |
| Form of referral:  CPOMs 🞏 Verbal 🞏 Report 🞏 Phone Call 🞏 Letter 🞏 Email 🞏 | | | | |
| Referral from:  Pupil 🞏 Parent/carer 🞏 Staff member 🞏 other 🞏 | | | | |
| Child(s) name(s) alleged to be experiencing the behaviour:  Additional factors: CIC, SEND, EAL, NTC other | | | Class: | Age: |
| Child(s) name(s) alleged to be engaging in the behaviour:  Additional factors: CIC, SEND, EAL, NTC other | | | Class: | Age: |
| Reported account/incident: | | | | |
| **Manifestations of alleged behaviours:**   |  |  | | --- | --- | | 🞏 Perception of individual feelings of being bullied/harassed  🞏 Isolation/Ignoring  🞏 Teasing  🞏 Mobile phone/text message/ harassment  🞏 Cyber related bullying/ harassment | 🞏 Prejudice/stereotype  🞏 Racist names, graffiti of insignia  🞏 Verbal abuse or name calling  🞏 Hurtful note writing  🞏 Threats including threatened physical assault  🞏 Actual physical assault  🞏 Other |   Details gathered to date: | | | | |
| Action taken to date: (please tick the relevant boxes) | | | | |
| 🞏 Checked CPOMs for earlier incidents involving same pupils  🞏 Check with staff for previous incidents  🞏 Individual discussions with pupils involved  🞏 Discussion of incident with peers/class  🞏 On-going support/monitoring from staff | | 🞏 Notified class teacher  🞏 Group discussion with pupils involved  🞏 Restorative intervention  🞏 Details of action agreed with pupils  🞏 Parent letter/meeting /conversation  🞏 Applied sanctions (See AB policy) | | |
|  | | | | |
| Any additional actions taken: | | | | |
| Initial Investigation into Alleged Behavioural Incident has been shared with Headteacher.  Headteacher signature:  Date: | | | | |

**Factors to help determine if incident constitutes bullying:**

Incident was **bullying** if all three warnings below are confirmed:

🞏 Hurt has been deliberately/knowingly caused (physically or emotionally)

🞏 It is a repeated incident or experience or the involvement of a group

🞏 Involved an imbalance of power:

* Target feels s/he cannot defend her/himself, or
* Perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc)

🞏 Incident was cyber bulling if messages are intimidating, humiliating or threatening nature were sent or left on a social networking site.

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Incident was **not bullying** on this occasion because it was:

🞏 The first hurtful incident between these children

🞏 Teasing/banter between friends without intention to cause hurt

🞏 Falling out between friends without intention to cause hurt

🞏 Conflict that got out of hand

🞏 Activities that all parties have consented to and enjoyed

🞏 Language Barrier or unfamiliar with the terminology used

**Support offered:**

|  |  |
| --- | --- |
| 🞏 Referral to external agencies  🞏 Peer support  🞏 Learning Mentor support | 🞏 Regular contact with chosen member of staff  🞏 No support offered  🞏 Support offered – but refused by parent  🞏 Support offered – but refused by pupil |

Other, please specify:

|  |  |  |  |
| --- | --- | --- | --- |
| **Were alleged behaviours confirmed?** | **Yes** | **No** | **Insufficient evidence** |
| **Additional notes as needed** |  | | |

**Summary of those notified and/or involved:**

|  |  |  |
| --- | --- | --- |
| Person: | √ | Notes, e.g. date: |
| Headteacher |  |  |
| Key Stage Leader |  |  |
| Class Teacher |  |  |
| Learning Mentors |  |  |
| ‘Targets’ Parents/Carers |  |  |
| ‘Offenders’ Parents/Carers |  |  |
| Police |  |  |
| CPOMS Updated |  |  |

**Monitoring Record:**

|  |  |  |  |
| --- | --- | --- | --- |
| Monitoring: | Date: | Observations: | Completed by: |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

**Post impact monitoring and further action:**

|  |  |
| --- | --- |
| Has the relationship been repaired? Y N  Has achievement been affected? Y N  Has attendance been affected? Y N  Any change in emotional state? Y N  Are parents satisfied with outcomes? Y N | Does victim feel safe in school? Y N  Does victim feel safe on journey’s to and from school? Y N  Does victim feel safe online? Y N |

|  |
| --- |
| **Additional comments post impact** |
|  |

Date:

**1 st Follow-up after two days:**

Date:

**2nd Follow-up after 1 week:**

Date:

**3rd Follow-up after 2 weeks:**

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**Supportive script for initial investigation into an alleged incident with alleged target/ offender:**

1. Exactly where and when did the incident take place?

2. Were there any other young people around at the time, if so who?

3. Was there an adult around at the time, if so who?

4. Do you know the names of the people who were involved?

5. What were you doing before the incident took place?

6. Can you remember exactly what happened or what was said? 7. What happened next?

9. Has this happened before?

9. What would you like to happen now?

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**Support Script for restorative conversation with alleged target/ offender:**

1. Describe what happened?

2. What were you thinking at the time?

3. Since the incident, what have you been thinking about?

4. Who has been affected by what you have done?

5. In what way do you think they have been affected?

6. What do you think you need to do to make things right?

7. How are you going to implement the items above to make things right?