



Pashley Down Infant School

Learning at Pashley is an amazing adventure

Anti - Bullying Policy

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1. What Is Bullying?

There are many definitions of bullying. Most definitions have three things in common:

- it is deliberately hurtful behaviour;
- it is repeated often over a period of time;
- it is difficult for those being bullied to defend themselves.

Bullying can take many forms but three main types are:

- physical - hitting, kicking, taking belongings;
- verbal - name calling, insulting, making racist remarks;
- indirect - spreading unkind stories, excluding from social groups.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

Victims may not necessarily be subject to severe treatment; they can be excessively upset and frightened by things that may seem initially insignificant to an observer.

There are many important reasons for challenging bullying behaviour in schools. First there is the safety and happiness of pupils. Bullying can cause a child to lose self-confidence and self-esteem. Children who are bullied may suffer injury. They may be reluctant to come to school. There is also the educational achievement of the pupils to consider. It is unlikely that a bullied child will be able to concentrate and learn to the best of their abilities. If pupils observe bullying behaviour going unchallenged, they may come to think that bullying is a quick and effective way of getting what they want. The school should provide a model for helpful behaviour.

Pashley Down has a reputation for being a school which responds positively and effectively to aggressive behaviour. We are proud of this reputation and intend to continue to deserve it. The school teaches the children the fundamental importance of kindness through the Koala of Kindness, which is one of the seven values. It also teaches children to look out for each other if they see another child who may be unhappy through the Rhino of Responsibility.

This policy document has been developed through consultation with the children, with teachers, with non-teaching staff, with parents /carers and with governors. There are strong links between this policy document and other school policies:

- behaviour;
- Life skills and values
- child protection;
- equal opportunities;
- On-line safety policy.

2. Aims

Our aims are:

- to prevent all aggressive and anti-social behaviour;
- to encourage co-operation and caring amongst pupils through direct and indirect teaching and through school and class assemblies;
- to involve the pupils in creating an environment which demonstrates co-operation and caring;

- to involve governors, staff and parents in implementing the anti-bullying policy;
- to provide opportunities for pupils (through the class discussions, the Life skills and values curriculum and Circle Time, and the School Council system), parents, staff and governors to discuss and, if necessary, revise the anti-bullying policy;
- to protect children and staff through this policy.

3. Identifying Potential Victims Of Bullying

In all schools there is some anti-social behaviour exhibited by pupils. Pashley Down is no exception.

- We are aware of the pupils who play roughly and we monitor their behaviour using online recording procedures. This is on Arbor.
- We are careful to note the identity of the children involved in anti-social behaviour including those children who have started an incident.
- We ask all staff to listen to complaints by children and to identify children who are often hurt or upset.
- On Arbor the school records behaviour incidents to see if there is a pattern of behaviour incidents in which potential victims of bullying are involved. Incidents are looked at weekly in the DSL meeting. Often the victims are children who happen to get in the way. Sometimes, however, the same child is hurt or upset on several consecutive occasions. When this happens, we take care to investigate the possibility of bullying.
- In Pupil Progress Meetings children who have slipped academically or are not making expected progress are discussed. Children who are identified are investigated as possible victims of bullying and appropriate staff are informed.

Some children, play roughly together and in this situation one or two children may come off worse than others in the game. This does not necessarily make the dominant children bullies or the injured children victims. The school is aware that rough play or banter should not be written off or disregarded because that is what 'boys do' for example.

Teachers and non-teaching staff are aware of the characteristics of a victim of bullying:

- the unusually quiet child
- the withdrawn child
- the child who changes from being cheerful to one who is unhappy
- the child who is reluctant to go out to play
- the child who doesn't want to come to school
- the child who appears to avoid certain areas of school
- the child whose academic performance deteriorates

Victims of bullying are sometimes extremely sensitive children who lack the confidence to stand up to dominant children. It is difficult to teach these children how to deal with aggressive children, and in our experience, it can be almost impossible for such children to establish normal relationships with the person they have come to fear. Therefore, we would not expect the child to do so; instead we would encourage and support them with developing friendships with other children who are more suitable.

We aim to teach our pupils what it means to be a bully and to be bullied. The school teaches this through the Life skills and values curriculum. We encourage pupils to inform parents / carers and/or teachers if they suspect that one of their contemporaries is being bullied or could be the victim of bullying. We also encourage them to come forward if they themselves are the victims of bullying or think they could be. However, it should be remembered that sometimes children who are bullied are afraid to tell anyone what is happening.

We encourage parents /carers to inform the school immediately they suspect that either their own or another child is the victim of a bully.

4. Identifying Potential Bullies

Teachers need to be aware of the following facts:

- both girls and boys bully others;
- girls who bully others are more usually (*though not always*) in a group than on their own, often using indirect bullying, which can be more difficult for teachers to detect;
- in primary schools, the pupils who bully are often in the same class as their victims;
- children who bully can come from any kind of family;
- Some bullies may be experiencing problems or difficulties, which contributes to their unkind and hurtful treatment of others.
- some children bully because their friends do so;
- some bullies have dominant personalities. They are often popular with their peers.

Whatever the difficulties facing the bully, the staff of Pashley Down cannot condone the behaviour of bullies or aggressive children in general. Our job is to identify bullies and the victims of bullying and to do what we can to stop anti-social behaviour. Should an incident of bullying occur it is dealt with by staff and SLT are informed and oversee all actions including discussing incidents with children, parents and other staff, as appropriate. Incidents of bullying or alleged bullying will be recorded on My Concern, using the bullying report checklist (Appendix A).

Higher levels of bullying may be categorised as child-on-child abuse. The school's safeguarding policy, which is in line with Keeping Children Safe in Education provides more guidance of this and protocols and procedures that should be followed when there has been a case of child-on-child abuse. (capitalise every time...or not...every time)

Each case of bullying and alleged bullying will potentially need a different approach to resolve the situation because so much of it depends on the individuals involved and it can't be a "one size fits all approach" to deal with bullying, should it occur.

5. Raising Pupil Awareness

TEACHING

Within our curriculum, mainly through Life skills and values lessons, there lessons on bullying, with the emphasis being on caring, co-operation and respect for others, in line with the School Values.

The teaching of co-operative behaviour involves several strategies including circle time, role-play, story telling, discussion, illustration and dance. Children are encouraged to behave co-operatively as they move around the school, use equipment and share learning experiences.

ASSEMBLIES

In class and school assemblies, through story telling, poetry, prayer, drama, dance, discussion and art, the children are helped to develop an awareness of right and wrong, and are taught the benefits of co-operative behaviour. Children are praised and rewarded for positive attitudes in school through Pashley Value awards.

6. Personal Example

We encourage a spirit of mutual co-operation between all adults and children working within the school. We hope that this demonstration of positive speech and actions will encourage the children to behave in a similar manner.

7. Raising Staff Awareness

All members of staff are expected to be familiar with the content of this policy. All members of the staff are asked to be vigilant for signs of unhappiness and encouraged to find the cause. Unhappiness may be the result of bullying behaviour; children witnessing aggression are generally unhappy with the situation.

Where there is particular cause for concern, for example, a craze for rough games in the playground, the issue is dealt with immediately and everyone is involved. A proactive approach is taken through discussions in weekly DSL, SLT and / or staff meetings to try and address the situation.

8. Raising Parent / Carer Awareness

Our school prospectus and our aims make clear our school policy concerning pupil behaviour. All policies are available to parents / carers.

We emphasise the need for close co-operation between school and home and encourage all parents / carers to make contact with the school if they have any worries concerning their children. Should a particular child be causing concern, either because we suspect that he or she is the victim of bullying, or because he or she is behaving aggressively, we contact the parents / carers and invite them to come to school to discuss the matter.

Not all parents / carers agree with the definition of bullying used here. Some parents / carers interpret rough play as evidence of bullying even when their own children willingly participate in the games. However, we do not tolerate any behaviour which causes distress, and we have found that parents / carers usually have grounds for concern, even if we cannot agree on the definition of bullying. We take seriously all complaints about pupil behaviour and take steps to remedy the situation. On most occasions we are able to ease tensions, but there are times when we are unable to act in a way that completely satisfies all parents / carers concerned. If after many consultations with school staff, parents / carers feel that they are not satisfied by our solutions they then have the right to follow the school Complaints Procedure.

9. Encouraging Co-Operative Behaviour

At Pashley Down we prefer to emphasise reward rather than punishment. We have many ways of rewarding pupils and have developed several techniques for encouraging non-aggressive behaviour. Details of these can be found in the behaviour policy.

Children who are behaving in such a way that they are upsetting other pupils with bad language, roughness or frightening gestures, are watched carefully both in class and outside in the school grounds. If a situation arises where a child is frightened of another child because of actual or perceived bullying, arrangements are made for the children to play in separate places, or for one of the children to stay in at playtimes.

Every week we hold a Monday Assembly for Key Stage One groups, at which we applaud the efforts and achievements of several children from each class. Mascots are awarded for achievements and for good behaviour linked to the Pashley Values. We aim to be specific in our description of the good behaviour, e.g. for being polite, for playing co-operatively in the

playground, for being helpful, and so on. All year groups have their own assembly once a week and the VIP cushion is awarded to one child for exemplary behaviour.

Individual teachers have developed their own techniques for encouraging good behaviour. These might involve awarding class dojos, verbal praise, a clap, 'star of the day', notes home, going into the playground at the end of school and talking to a parent / carer, sharing the good news with another teacher or the headteacher, a free choice of activity, the opportunity to do a special job, an extra "go" on a piece of apparatus, a prize. We do not use sweets as rewards. Members of staff often praise good behaviour of children from other classes. Children are sent to the SLT with samples of good work or for good behaviour. They are rewarded with praise, stickers and postcards are sent home congratulating them on their behaviour.

Children who are often aggressive, both indoors and out, will need constant reminders throughout the school day if they are to break the pattern of anti-social behaviour. Children who need close monitoring are given individual reward charts for positive behaviour. For example, if a child has been using unkind words or hands, the child may be given a Kindness Koala chart to encourage them to think about how they can be kind to others. Children who behave well during the dinner breaks are awarded stickers by the midday assistants, and SLT award stickers daily at lunchtime in the hall for good behaviour and being kind and considerate to each other.

It can be relatively easy to change the anti-social behaviour of bullies, because most young children wish to please, and with encouragement and motivation from both home and school they can be taught to work and play co-operatively. However, there will be rare occasions when bullying does continue to occur, and this needs tackling directly. We would seek to work with the child and their family to ensure a positive change in behaviour. A few children are so emotionally damaged, or have such extreme needs, that school staff can do little more than contain them and ensure that other children are safe. For specific details of our approach to children with behavioural problems, please see our Behaviour Policy.

Ironically, and sadly, it can be the victims of bullying who have the most complex problems, and in rare instances moving them to another class or school may be used as a way to solve the issue. This is only done in full consultation with the child's parents / carers.

There are times when it is necessary to ask for help from external agencies, and we are fortunate to have access to educational psychologists, behaviour specialists, and staff from various support agencies.

10. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories. The risk is higher if a child is exposed to older children outside of school with mobile devices.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name

- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

Parents will also be invited to attend workshops which include training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – children may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and children may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to children crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – children may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support children who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped. Parents will be kept informed and encouraged to support their child at home and change routines and behaviours which may have contributed to cyberbullying taking place.

Appendix A
Bullying Report Checklist

Location/event:

Date of incident:

Time of incident:

Type of behaviour displayed/experienced: (Please Tick)			
Isolation /being ignored or left out		Possessions /kit taken or damaged	
Physical /being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)		Spreading rumours	
Other (please specify)			

Names of individuals involved:

		Gender	Age	Role*
1				
2				
3				
4				
5				
6				

*Role: V Victim P Perpetrator A Associate B Bystander

Sports playing area	
Changing rooms	
Toilet	
Other (specify)	

Where did bullying behaviour occur?

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Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

Brief summary of the behaviour:

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Action taken

Overall (include details if incident referred on):

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With each individual involved (noted on page 1):

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In “Action Taken”, include any sanctions, exclusions, parental involvement, or involvement with external agencies.

Form completed by:	Date:
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