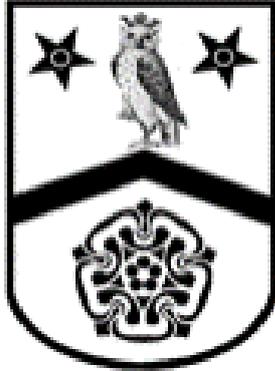# Pudsey Bolton Royd Primary School

Anti-bullying Policy

At Pudsey Bolton Royd Primary School, we define bullying as: behaviour, which varies in form and extent and can affect people at any stage in their life and can happen anywhere, which is deliberately hurtful, repeated over time and where, due to an imbalance of power, it is difficult for those being bullied, to defend themselves.

Statement:

Bullying, if not dealt with, can ruin a child's life chances. In our school, bullying is not tolerated in any form. Verbal or physical attacks, name-calling or isolating children from groups are all treated with the utmost seriousness, and we acknowledge that some forms of bullying are unlawful. If this kind of behaviour persists, the victim will find it hard to concentrate on his/her work and to maintain good relationships. We believe that everyone has a right to feel secure and comfortable at school and promote a clear understanding of how adults and children treat each other to help achieve this. When bullying occurs, it is dealt with immediately. Children are encouraged to talk confidentially to any member of staff in school if they believe they are being bullied.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic (age, gender, race, sexual orientation, disability, religion) and those who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.
- Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Aims of this policy:

- To promote the safety and happiness of all pupils and adults within and around the school.

- To create a safe learning environment, conducive to educational and emotional progress, supported by displays and other materials.

- To enable every child to secure their optimal personal development.

- To promote our policy of anti-bullying at Pudsey Bolton Royd we will deliver a structured whole-school curriculum framework for dealing with social, emotional and behavioural skills though our PSHE curriculum, including within Circle Time lessons.

- To clarify procedures, language and agreed strategies for dealing with and recording of incidents.

- To ensure provision for staff training in agreed anti-bullying procedures, as part of the school's continuous professional development and policy review programme.

- To communicate effectively with parents/carers in order to share our school-wide aims; this includes contribution to policy.

- To provide guidance for the children in each class in KS1 and 2 who are Anti-bullying Ambassadors - who, under the guidance of the PSHE leader and senior staff, raise the profile of anti-bullying and help embody our expectations around early identification and intervention with potential bullying behaviours and working to prevent bullying wherever possible.

- To form part of the whole school ethos on behaviour management incorporating Equal Opportunities, Positive Behaviour Management, Restorative Practice, Every Child Matters and Procedures for the Safeguarding and Protection of Children.

Types of bullying:

Staff, parents/carers and children all agree that at Pudsey Bolton Royd Primary School, we operate a zero-tolerance approach to any form of bullying - examples are given below of physical and non-physical bullying behaviours. Note that that any of the below individually constitute bullying behavior, but that a perpetrator will only be classed as a bully if examples of these behaviours are evidenced being directed towards the same victim on more than one occasion.

Physical

• Hitting, punching, jostling, pushing, tripping up, spitting, peer on peer or sexual abuse.

 • Frightening others by threatening these or other actions against them.

• Hiding, damaging or destroying the property of others.

Non-physical

• Name calling, putting others down or isolating from friendship groups.

 • Using offensive names, making suggestive comments or other forms of sexual harassment.

 • Using abusive language, including gestures to others.

 • Making degrading comments about another's race, culture, gender, religious or social background.

 • Ridiculing a person or making derogatory comments about his or her body, face or clothing; writing crude notes or drawings about others.

• Writing derogatory graffiti about others.

• Spreading rumours or lies about people or their families or inciting unsupportive behaviour in others.

• Belittling another person's abilities or achievements.

 • Electronic forms of harassment or abuse, such as

spreading the examples quoted above via text

messaging, social media or gaming platforms

 Online bullying

The development of, and widespread access to, information technology has provided a new way for virtual/cyber bullying which can occur in and outside school. Online bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience as people can forward content. Online bullying includes (but is not limited to) texting, email, instant messaging, voice and messaging through gaming consoles and apps such as Snapchat.
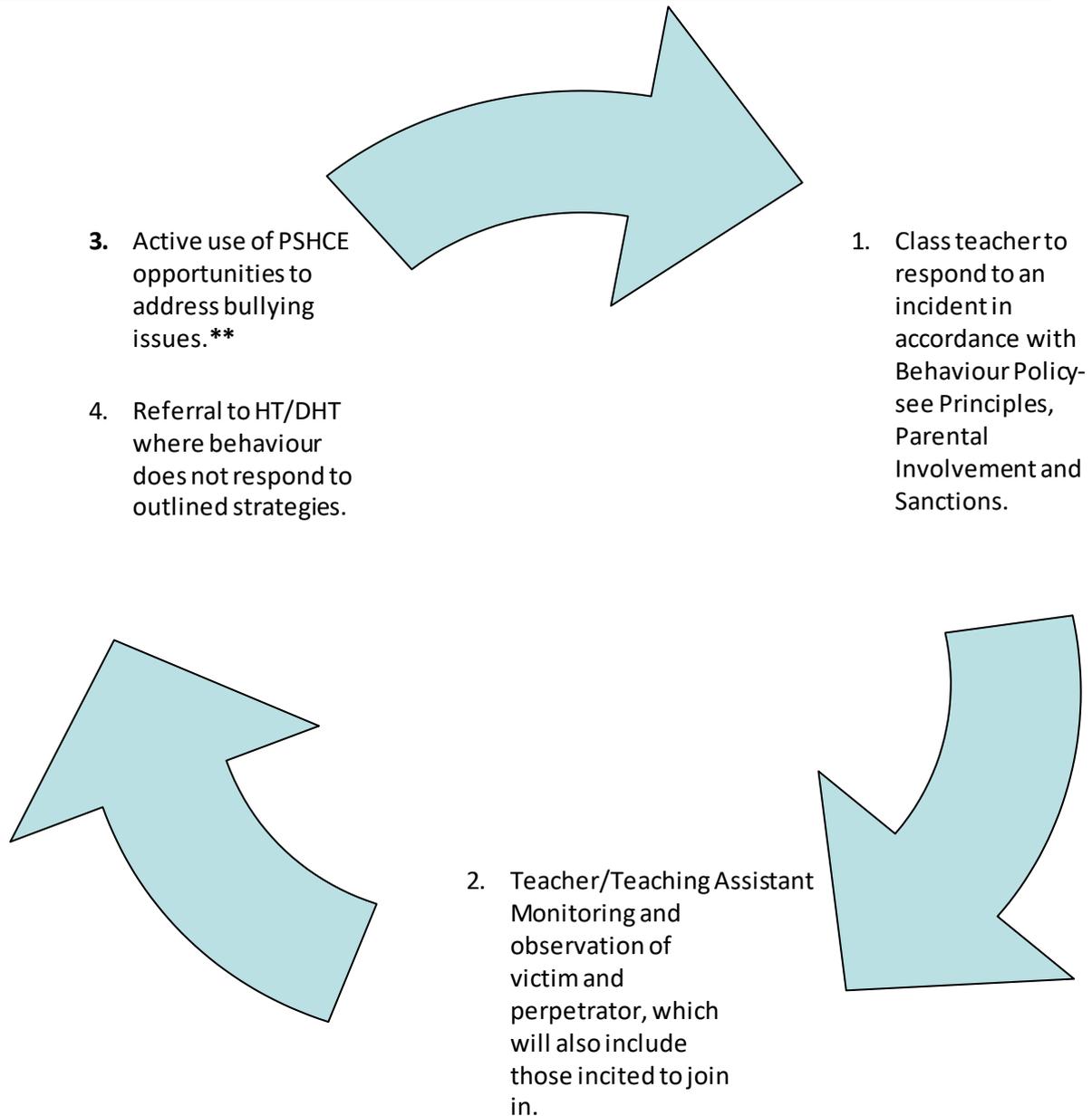
Homophobic bullying

Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying due to their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning - or possibly just because they are seen as being different.

Procedures

- Treat all reports of bullying in a sensitive manner.
- Mediate fairly in disputes, giving all parties an opportunity to express their views (this may include on-lookers.)
- In discussions with the alleged bully, confront them with the details of any evidence gathered, make it clear that you expect them to tell the truth about the concern and that at Pudsey Bolton Royd Primary School, bullying is not acceptable in any form.
- All evidence to be recorded on cpoms (Child Protection Online Monitoring System) – initial problems tagged as behaviour, further continuation of problematic behaviour involving the same victim/perpetrator tagged as bullying.
- Concerns will thus be picked up by the Headteacher, Deputy Headteacher and all other DSLs (Designated Safeguarding Leads). DSLs to take a lead role in dealing with major issues, particularly where parents are to be notified.
- Make full use of resources/initiatives in and around school to encourage more positive playtimes. Communicate effectively to all staff who will be required to monitor the ongoing situation – to include all breaktime and lunchtime supervisory staff.
- Any racist and homophobic incidents are recorded by members of staff and referred to the head teacher. Details of Racist incidents are collated, shared with Governors and the local authority via HIRS electronic form (Hate Incident Reporting)

*Strategies for dealing with incidents prior to intervention by the Headteacher or Deputy Headteacher.*

- *Please also refer to Aims and Procedures.*

3. Active use of PSHCE opportunities to address bullying issues.**

4. Referral to HT/DHT where behaviour does not respond to outlined strategies.

1. Class teacher to respond to an incident in accordance with Behaviour Policy- see Principles, Parental Involvement and Sanctions.

2. Teacher/Teaching Assistant Monitoring and observation of victim and perpetrator, which will also include those incited to join in.

** *See Resources to support.*

Strategies for dealing with incidents once Headteacher/Deputy Headteacher intervention has been agreed.

1. Parental involvement with all parties to identify and agree a course of action to resolve problems.
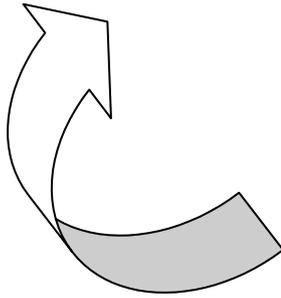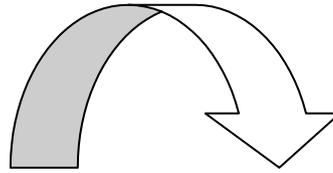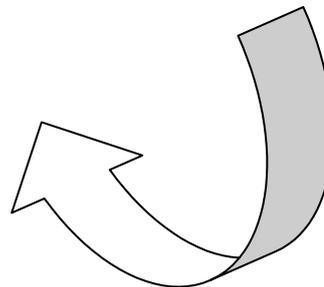
2. Referral to SENDCo and/or Learning Mentor (Inclusion Team) for counselling or support.

3. All staff to monitor situation to ensure action resolves problem.

4. Feedback to all parties.

5. If behaviour persists, exclusion may be considered.

6. Exclusion from school can only be authorised by the Headteacher, working in collaboration with the Governing Board.

Resources to support:

PSHE curriculum and resources.

SEAL resources.

Circle Time materials.

Internet sites:

Anti-bullying Alliance	https://www.anti-bullyingalliance.org.uk/	
Anti-bullying Network	www.antibullying.net	Suitable for KS1/2 teachers and KS2 pupils.
Bullying Online	www.bullying.co.uk	Suitable for KS1/2 teachers and KS2 pupils.
Circle Time	www.circle-time.co.uk	Suitable for KS1/2 teachers.
DfE	https://www.gov.uk/government/publications/preventing-and-tackling-bullying	
Kidscape	www.kidscape.org.uk	Suitable for all stages, parents and carers.
NSPCC	www.nspcc.org.uk	

Bullying at Work:

Where incidents of bullying occur between adults at work, please refer to *Leeds City Council Bullying at Work/Acceptable Standards of Behaviour*

Prepared by: Family Support Manager & Updated by Headteacher

Agreed by Governors: 17th May 2022

Reviewed annually: (Next review due, July 2023 or earlier if required, subject to the changing demands of Keeping Children Safe in Education)