



Thorns Community



Infant School

Park Hill Thorns Federation

Successful confident learners. Responsible compassionate individuals.

Anti-bullying Policy

Reviewed September 2017

Next review September 2019

Copy to be kept in Safeguarding Portfolio

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in our schools. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Park Hill and Thorns.

Throughout this policy the term 'parent' is used to mean a pupil's parent or carer

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

DEFINITION OF BULLYING

Bullying is any behaviour by an individual or group that:

- is meant to hurt - the person or people doing the bullying know what they are doing and mean to do it. When a person or group of people have been made aware of the effects of their behaviour on another person, and they continue to behave in the same way, this is bullying.
- happens more than once - there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power - the person being bullied will usually find it very hard to defend themselves

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Emotional e.g. being unfriendly, excluding, tormenting (hiding books, threatening gestures)
- Indirect, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.

Adapted from a definition written by the National Anti-bullying Alliance

Isolated or one-off incidents of intentional negative behaviour, including a one-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's behaviour policy. However, in the context of this policy, placing a one-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be readily viewed and/or repeated by other people will be regarded as bullying behaviour.

This federation recognises that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs.

IDENTIFYING AND REPORTING CONCERNS ABOUT BULLYING

All concerns about bullying will be taken seriously and investigated thoroughly.

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. School teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way. All pupils will be encouraged to report bullying by talking to a member of staff of their choice; *anyone* who knows that bullying is happening is expected to tell the staff.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. When parents try to resolve bullying directly with pupils or their families it can lead to problems escalating.

PROCESS FOR DEALING WITH BULLYING

Children, do at times, demonstrate unkind behaviour to each other. If these instances are isolated they will be dealt with within the realms of the behaviour policy.

If bullying has been identified it will be referred to Senior Leadership who will;

- Speak to all pupils concerned to make an informed and unbiased judgement.
- They will then recommend a course of action to offer support to the pupil who has been bullied within school such as social groups, one to one work or counselling.
- Both sets of parents will be informed, preferably in person or by telephone.
- An agreed course of action will be co-constructed between home and school; where there is a difference of opinion about the best course of action school senior leaders will make the final decision.
- Consequences will be applied to the perpetrator and a clear message sent that bullying is not acceptable in our school. Alongside those consequences there may be a need for interventions for the perpetrator. These will be agreed.

- All conversations will be recorded. A review meeting will take place two weeks after initial discussions with parents or sooner if the issue is not resolved.

Given the seriousness that harassment is not just a moral issue but also a criminal offence for children over the age of 10, Park Hill and Thorns take every opportunity to intervene early by educating children about the consequences of their behaviour, responding to concerns raised and enforcing relevant policies. The school or family may need to involve other agencies, including the police, if behaviours come outside the scope of management by the schools' policies.

PREVENTATIVE MEASURES

We are committed to the following key principles of tackling and preventing bullying

- A positive school culture and climate which: is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment; and promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that: build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Support for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

The policy and methods for reporting bullying concerns will be promoted throughout the two schools, for example on the school websites, in information packs for new pupils and staff and through regular awareness raising activities with existing pupils and their families.

MONITORING, EVALUATION AND REVIEW

The Head of Teaching and Learning will lead on the implementation of the policy and act as the link person with the local authority.

Regular reports will be made to the governing body, including statistics about: the number of reported concerns; monitoring information about the pupils involved; motivations for bullying; actions taken and outcomes.

Statistical information will be provided to the local authority as required. The school will review the policy biannually and assess its implementation and effectiveness.

FURTHER INFORMATION and LINKS

For further information about current initiatives and resources to support the anti-bullying agenda visit the following websites:

- www.nspcc.org.uk
- www.anti-bullyingalliance.org.uk
- www.beatbullying.org

This policy has links with the behaviour policy; staff code of conduct; online safety policy and equality statement.