

# Pears Family School London.

(Keeping a child's mind in mind)

## Anti – Bullying Policy

Date most recently Approved by Governors	Oct 2021
Review Date	Oct 2022
Headteacher	Matthew Hillman
Headteacher Signature	<i>M.Hillman</i>
Named Governor	<i>Neil Dawson</i>

### At the heart of all policies at The Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility
- Every young person in our school is capable of becoming an agent for change in his or her local community
- Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation
- We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

This policy outlines what PFS will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture.

## **1 Introduction**

1.1 Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017). Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Whatsapp, Snapchat, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

## **2 Aims and Objectives**

2.1 To create an environment where pupils and families feel safe, cared about and kept in mind by all in the school. (In line with the wider whole school values)

2.2 Bullying has a detrimental impact on the victim and their wider family. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. (Systemic practice and whole school shared values)

2.3 As a school we aim to produce a safe and secure environment where all can learn without anxiety.

2.4 This policy aims to produce a consistent school response to any bullying incidents.

2.5 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying across the school.

## **3 Forms of Bullying**

Bullying can happen to anyone. This policy covers all types of bullying including but not limited to the following:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, pupil in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

## **4 The Role of Governors**

4.1 The Governing Body supports the Headteacher in all attempts to eliminate bullying from PFS. This policy statement makes it very clear that the governing body takes bullying very seriously, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

4.2 The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school procedures. The governors require the Headteacher to keep

accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

4.3 It is the governors' responsibility to review the effectiveness of the schools Anti – bullying policy. They do this by getting feedback from the school, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all pupil involved in bullying incidents.

## **5 The Role of the Headteacher and Senior leaders**

5.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

5.2 The Headteacher and Senior Leadership Team ensure that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school. The Senior Leadership Team and whole staff team draws the attention of pupil to this fact at suitable moments.

5.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

5.4 The Headteacher and leadership team sets the school climate of mutual support and praise for success, ensuring that all staff “live” the school values at all times. When pupils and families feel they are important and belong to a friendly, caring, welcoming school, bullying is less likely to occur, and when it does occur it can be dealt with swiftly and effectively.

## **6 The Role of Staff**

6.1 Staff in our school take all forms of unacceptable behaviour seriously, and intervene to prevent incidents from taking place. They records all incidents of inappropriate behaviour via Arbor, when such behaviours become acts of bullying a bullying a incident report form is completed and swift appropriate actions are taken.

6.2 If staff witness bullying, they do all they can to support the pupil who is being bullied. In line with the school ethos, where appropriate (which will be in most cases) families are involved and a systemic approach is taken to effectively resolve the issue.

6.3 Staff actively supports anti-bullying strategies by teaching pupil directly about safeguarding issues and cyber-bullying. Information is regularly sent home to parents and carers to further develop parental awareness of safeguarding issues on the internet and mobile devices. Parent/family learning sessions give opportunities to discuss internet safety along with other aspects of bullying and keeping children safe at home as well as school.

6.4 We keep a record of any bullying incidents on Incident Report Forms and these are kept on file in the School Office. If any adult witnesses an act of bullying they should record the event on the Incident Report Form and inform Senior Leadership Team immediately.

6.5 If, as members of staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This will involve support for the victim of the bullying, and appropriate consequences being applied to the pupil/pupils who has carried out the bullying.

Wherever possible bullying is dealt with in a systemic way (Involving all key parties and families) in addition to supporting the victim time is spent working with the pupil and their family who has bullied:

- we explain why the action of the pupil was wrong and we endeavour to help the pupil change their behaviour in future (this is done in conjunction with their family and where

appropriate with the victims family as well). The therapeutic team will always be available to help facilitate this.

- Where required the wider system will be involved (for example Social care, CAMHs, Parent schools etc).

6.6 Staff members routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

6.7 Staff members attempt to support all pupil in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all pupils, we aim to prevent incidents of bullying.

The overriding aim is to use the systems to support the victim whilst educating the perpetrator in order to best aid recovery and prevent further acts of bullying from taking place.

## **7. Involvement of Pupils**

We will:

- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **8 The Role of Parents / Carers and families**

8.1 As a “family” school parents and carers are at the heart of all we do. They are often able to provide an insight into a situation that the school might not be aware of. Through the development of a trusting partnership the school is able to work effectively with families to:

- Better understand the child and their needs.
- Be better placed to use the family system to prevent bullying or at very least “Catch and deal with it early”
- Use the family system to effectively resolve “bully” issues when they do occur.

8.2 Any family member who is concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should discuss this with staff as early as possible.

8.3 Parents and Carers have a responsibility to support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school.

## 9 Monitoring and Review

This policy is an “active and living policy” as such it is acted upon on a day-to-day basis by all staff. Recorded incidents of bullying are reported back to the governing body and this policy is reviewed on an annual basis.

## 10 Links with Other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Pupil Protection Policy
- Acceptable Use of ICT Policies
- RSE Policy
- Curriculum Policy

## 11 Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Equality Act 2010
- The Pupil Act 1989
- Keeping Pupils Safe in Education

## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Pupilline: [www.pupilline.org.uk](http://www.pupilline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting pupil and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- NDCS: [www.ndcs.org.uk](http://www.ndcs.org.uk)

## Cyberbullying

- Pupilnet International: [www.pupilnet.com](http://www.pupilnet.com)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## SEND

☒ DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

# PFS - Bullying incident report form (20-21)

Details			
Date of last incident		Time of incident	
Location / event			
Where did the incident occur?	<input type="checkbox"/> Classroom	<input type="checkbox"/> Hub area	<input type="checkbox"/> Park
	<input type="checkbox"/> Family Kitchen	Other (specify):	
Nature / type of incident			
<input type="checkbox"/> Intimidation – Making you feel unsafe	<input type="checkbox"/> Written		
<input type="checkbox"/> Isolation – being ignored or left out	<input type="checkbox"/> Possessions – Items taken or damaged		
<input type="checkbox"/> Physical – being hit or hurt	<input type="checkbox"/> Forced into actions against will		
<input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening	<input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos		
<input type="checkbox"/> Spreading rumours	<input type="checkbox"/> Other (specify):		
Are there indications that the incident was motivated by any of these? Tick all that apply	<input type="checkbox"/> General appearance / demeanour	<input type="checkbox"/> Race / ethnic origin	
	<input type="checkbox"/> Disability / SEN	<input type="checkbox"/> Sexual orientation	
	<input type="checkbox"/> Gender / sexism	<input type="checkbox"/> Home circumstances	
	<input type="checkbox"/> Religion	<input type="checkbox"/>	

Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
6				
* Gender: <b>F</b> – Female / <b>M</b> – Male / <b>NB</b> – Non-binary / Another – please write in				
* Role: <b>V</b> – Victim / <b>R</b> – Ringleader / <b>A</b> – Associate / <b>B</b> – Bystander				

<b>Brief summary of incident(s)</b>
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<b>Action taken</b>
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Include any consequences, exclusions, parental involvement, or involvement with external agencies.
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Overall
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With each individual involved (noted on page 1)
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<b>Declaration</b>	
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Form completed by (print your name)	
Your signature	X
Today's date	