

Anti-Bullying Policy

2022-2023

Anti-Bullying Policy

At The Pearl Academy, we believe that everyone has the right to an educational environment where they feel safe and which is free from harassment and bullying.

This policy will refer to 'the person bullying' and 'the person being bullied' rather than 'bully' and 'victim', both of which can be defined as negative labelling.

Aims

To inform children and parents of our behavioural expectations in order to ensure a productive partnership and to ensure that everyone knows the role that they need to play in eradicating bullying.

To maintain a community in which everyone feels valued and safe and where individual differences are appreciated, understood and accepted.

To promote a safe secure and happy, caring environment where kindness and helpfulness are expected and respected.

Definition

Bullying is any behaviour which is deliberately intended to hurt, threaten, frighten, or discriminate against another individual or group. It is usually unprovoked, happens again and again as part of a pattern of behaviour and can continue for a long period of time.

Bullying behaviour is defined as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyber space.

Anti-bullying Alliance 2014

Bullying includes:

Physical: Pushing, kicking, hitting, pinching, hair-pulling and other forms of violence or threats of violence including any inappropriate touching, breaking or taking property.

Verbal: Name-calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm.

Indirect: Spreading rumours, persistent teasing invading privacy, graffiti designed to embarrass, withholding friendship or affection.

Emotional: Excluding, ridicule, humiliation

Intrusive: Email, text messaging, use of Facebook and other social media, designed to upset or abuse

Racist: Racial taunts, graffiti, gestures

Cyber bullying sending nasty phone calls, text messages or e-mails/chat rooms. Please refer to the school's Acceptable Use Policy.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Changes their usual routine or is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or is lacking in confidence
- Starts stammering
- Attempts or threatens to harm themselves or others (self-harm)
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go missing
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Eating habits change (overeating or stops eating)
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

Responding to bullying behaviour

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

As a school, we will:

- Regard all incidents as potentially serious and investigate them thoroughly.
- Be alert, as a whole staff, to changes in behaviour, attitude and well-being, reporting these immediately to the Class Teacher.
- Keep a record of the incident, investigation and outcomes which are recorded on the Day Book and copied to the relevant staff (this may include Child Protection Officer, School Counsellor, Head of Pastoral, Head of Year).
- Ensure that action is taken to prevent further incidents.
- Encourage pupils to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through speaking to their teacher or any member of support staff or speaking to a parent/other adult who then may contact the school.

When bullying is known to have happened or be ongoing

- The class teacher will discuss the incident(s) with the person being bullied. It is important that they are listened to and believed.
- The incident will then be discussed with the child engaging in bullying.
- Information will be gathered from witnesses to explain what they saw.
- The Head of Year will be informed.
- Sanctions in line with the school's Behaviour Policy will be used where appropriate.
- Where a child or group of children deny involvement in bullying behaviour the children concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern.
- All information and outcomes are saved on the Day Book.

Support

The person being bullied

Support for the person being bullied is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the person being bullied does not suffer any long-term effects. After one week, the Class Teacher will talk with the person being bullied to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

The person bullying

It is recognised that support must be given to the person bullying. Disciplinary procedures are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Involvement of the School Counsellor

Whole school approach

- Issues surrounding friendships and bullying behaviour are taught through the PSHE curriculum and Moral Education from the MOE. Children are taught to explore some of the ups and downs of

relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.

- Whole School Assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond.
- Positive play leaders are used to reduce potential conflict during breaktime and lunchtime
- Staff will intervene if bullying behaviour is identified.
- Staff on playground duty will inform class teachers of any incidents.
- Participation in Anti-Bullying Week each year
- Parent Workshops will be held to discuss anti-bullying strategies and policies
- Staff training sessions on anti-bullying strategies and safeguarding procedures will be held

Health & Safety & Safeguarding

Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.