**Pear Tree Primary School incorporating PiPs Before and After School Club**



**Anti-Bullying Policy**

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| Date agreed | January 2023 |
| Date for review | January 2026 |
| Head teacher | Boo Edleston |
| Chair of Governors | Simon Holden |
| Signed on behalf of the Governing  Board by  Name: | Signature:    Date: |
| Signed on behalf of the school by:  Boo Edleston  Head teacher | Signature:    Date: |

**Aims of this policy:**

* To contribute to a child’s spiritual, emotional, social, moral and physical development
* To develop positive approaches and attitudes to the diverse needs of others and enable children to become responsible and active members of our diverse society
* To eliminate all forms of bullying including prejudice-driven bullying

**What constitutes bullying?**

Bullying is when the same student is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same student who is subjected over and over again to mean and hurtful actions by others. The purpose of bullying is to hurt, harm and cause distress. A victim may be physically weak, timid or might be new to a class with no circle of friends to support him or her. Children who do not share similar characteristics with their peers, for example their race and culture, their sexuality or their educational ability, can also be victimised through bullying.

Sometimes children hurt each other by accident. A fight or falling out between two children of equal strength and status is not bullying. When such incidents arise the school will deal with these in line with our behaviour policy.

**What do we know about bullying?**

Bullying harms children and is not ‘a rite of passage’ to adulthood. Research shows that bullying in childhood diminishes the victims’ ability to cope in difficult situations. This is why at Pear Tree Primary School we take extensive measures to both prevent and tackle all forms of bullying.

Bullying can be:

* Physical – pushing, poking, kicking, hitting, biting, pinching etc
* Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
* Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
* Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate images etc
* Online/cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
* Indirect – negatively influencing the way others think about a victim, cyberbullying

A situation involving bullying doesn’t just involve a bully and a victim. ‘Bystanders’ to bullying can either join in with the bullying (assistants and re-inforcers) or stand on the side-line and do nothing (silent approvers).

# Prevention

At Pear Tree Primary School we use the KiVa Bullying Prevention Programme to help prevent all forms of bullying. The programme was developed in Finland and has been used in the UK since 2012. The programme has been shown in large scale studies to be highly effective in reducing bullying in schools.

The KiVa ‘curriculum’ is taught to all classes in Key Stage 2 (Years 3 - 6). Pupils take part in the KiVa lessons (10 lessons, each consisting of two 45-minute sessions), which include discussions, group work, short films about bullying and role play. Their content proceeds from general topics such as the importance of respect in human relationships to the mechanism and consequences of bullying. Many lessons concentrate on the role a group can have in maintaining or stopping bullying; the students think about and practice different ways to resist bullying. During lessons the children typically learn about respecting others, including everyone, how to function in a group and how to help someone who is being bullied. The lessons are complimented by the KiVa computer game where students go into a virtual school and practice anti-bullying actions.

The goal of the curriculum work is to educate students about their role in stopping bullying. Instead of being ‘silent approvers’ or ‘assistants to the bully’, children start to support the victimised child, developing a shared sense of responsibility within the class. At the end of each lesson, each class develop and agree on an anti-bullying class rule.

In Key Stage 1 we follow the KiVa strategies and messages. We teach lessons related to friendships and anti-bullying.

# Tackling incidents of bullying

Pear Tree Primary School has a dedicated task force to tackle bullying, the ‘KiVa team’ which consists of three members of teaching staff who have been specially trained to tackle bullying incidents. Together with the child’s class teacher they tackle any cases of bullying that may arise.

For 2023 – 2024, members of the team are: Mrs Hadfield, Mrs Degg and Mrs

Boughey. When a parent or pupil reports a case of bullying the KiVa team will decide if it is bullying, a conflict or a fight between children. All cases that fulfil the criteria for bullying are dealt with in a systematic way by the KiVa team and all children involved will be spoken to individually. After this, all those children who were involved in the bullying (not the victim) meet together as a group where they agree on how they will change their behaviour. Support for the victim is also identified during their meeting with the KiVa team. Follow up discussions with all students take place after an agreed amount of time to make sure things are improving for the victim. All adults at the school have received basic awareness training about bullying and will report any concerns to the KiVa team.

If a parent/carer suspects their child is being bullied or has a reason to believe that s/ he is bullying others, please contact the school so that the matter can be dealt with as efficiently and as soon as possible. Discuss bullying together with your child even if s/he is not bullied or does not bully others. It is important that you and your child together think about what to do if someone is being bullied at school.

**Guidance:**

# STAFF

* To ignore is to condone. Listen carefully and, if necessary, make a note of the incident
* All staff to be aware of the times and areas, when and where bullying could happen e.g. cloakrooms, toilets, areas of the playground
* Offer the victim immediate support and help
* Ensure all pupils are aware that there are consequences to any anti-social behaviour and that incidents will be dealt with and the consequences made visible if necessary
* Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully
* Stress that it is the “behaviour” and not the pupil that is unacceptable
* Try to support the bully in changing the behaviour, by using practical, attainable targets
* If you have been informed by a parent/child that a pupil is being bullied fill out a Kiva form 1, which is on the wall in the staffroom.

# PUPILS

 Children need to know and use ‘The Anti-Bullying Code’:

1. Tell them - “Stop it I don’t like it!”
2. Tell someone else about how you feel (friend/adult /parent etc)
3. Tell someone again if necessary

What to do if someone is being bullied:

* When someone is being bullied, take action. Watching and doing nothing can suggest support for the bully
* If you see someone else being bullied tell an adult (do not try to intervene)  If you witness severe bullying (e.g. physical violence) then inform an adult immediately
* You can write concerns down and put them in a school ‘Worry Box.’

# PARENTS/CARERS

* Watch for signs of distress in your children, e.g. unwillingness to attend school, headaches, illnesses, missing personal items, requests for money, damaged clothes etc.
* It may be manifested as stomach pains, sleeping problems and tiredness  Listen when they talk to you about their social life, e.g. friends, playtimes, walking to and from school
* Do not assume all they tell you is ‘bullying.’ Bullying is persistent / repeated antisocial behaviour
* If you think your child is being bullied, inform the school immediately, by contacting your child’s class teacher
* If necessary, keep a written record
* Do not encourage your child to hit back. It may make matters worse and not be in your child’s nature. Instead, encourage your child to make friends.

**Examples of strategies for staff:**

* Ensure that children can differentiate between ‘telling tales’ and telling about bullying. Telling tales – deliberately getting someone into trouble without any positive outcome. Telling about bullying – helping someone
* Ensure that children can identify between ‘bullying’ and falling out or arguing with their friends (peer conflict)
* Is the bullying a compensatory activity? E.g. no friends, academically poor, etc.  Use drama lessons for social skills work, e.g. bullies and victims (name-calling, how do others feel?) Dealing with anger and frustration
* The ‘bully’ will need 1:1 work e.g. work on empathy / choices etc.
* Use Social Stories or similar if appropriate
* Let the ‘bully’ and victim talk together, if appropriate, with a teacher present.

Restorative practices to be used by trained adult so as not to escalate the situation

* It is not normal practice during the KiVa process to contact the parents of the 'bully'. However, if necessary and, at the discretion of the KiVa team, the parents/carers of the ‘bully’ could be contacted if the team didn't feel it would hinder the KiVa process.
* Praise good behaviour in the bully
* Give appropriate responsibility to the bully
* Use the curriculum for opportunities to counteract stereotyping and prejudice, e.g. cultural, racial, social, body image, sexual orientation - homophobic bullying etc.  Make sure adults and older pupils are modelling good behaviour. We need to monitor our own behaviour rigorously to set good examples
* Any damage done by the bully must be redressed as soon as possible
* All children in school need to understand what bullying is, and its consequences.

## Working with pupils who are victims

* Let the victim and their parents/carer know there will be a determined effort to stop the bullying
* Help him/her restore his/her self-esteem and confidence, e.g. write down good things they think about themselves, especially those to do with the curriculum
* Make sure that the victim does not believe that the bully is right
* Take his/her mind off the bullying by helping master a new skill or by joining a new group, sports activity etc.
* Help establish victim in a new peer group for play etc.
* Ask older pupils to be supportive
* Ensure victim has an adult contact
* Establish a nurture group with a trained adult e.g. Circle of Friends, Positive People etc
* Give self-protective strategies:

* + Ensure children know the anti-bullying code o Talk through individual strategies for that child o Rehearse strategies e.g. keeping calm and walking away o Stay with the group o Stay calm – walk away quietly but confidently
  + Always tell someone - don’t be ashamed

* Ensure regular follow up after intervention has finished.

## Working with the child showing bullying behaviour

* The school will put in place appropriate strategies depending on the needs of the child e.g. Behaviour Chart / IBP / Positive People Group etc.
* Refer to outside agency if appropriate – Bullying Prevention Co-ordinator Cheshire East LA
* Ensure the child has an appropriate adult at school as they may need to talk too  Ensure regular follow up after intervention has finished.

# Reporting to Governors

Any bullying incidents will be reported to Governors via the Headteacher’s termly report.

# Review

This policy will be reviewed annually along with the Good Behaviour and Discipline Policy.

# Related Policies

* Good Behaviour and Discipline Policy
* E-Safety
* Equal Opportunities
* Complaints Policy

# Related Reading

* Bullying - Childline - Childline Coping With Bullying - https://www.childline.org.uk/info-advice/bullying-abuse-safety/
* Bullying advice – https://www.bullying.co.uk/
* KiVa - https://www.kivaprogram.net/