



PETERBOROUGH KEYS
ACADEMIES TRUST

Thorpe Primary School



CHALLENGE · INSPIRE · SUCCEED

ANTI-BULLYING POLICY DOCUMENT

January 2024

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1. Introduction

- 1.1 This policy is to be read in conjunction with the school's Behaviour Policy
- 1.2 In keeping with the philosophy embodied in the school statement, all members of the Thorpe Primary community will be treated with respect and their uniqueness celebrated. Bullying in all its forms will not be tolerated under any circumstances. Any incident of bullying or intimidation will be dealt with swiftly in a fair manner using restorative practices. The procedures set down in this policy are intended to both prevent incidents of bullying and intimidation and deal with them if they do arise.
- 1.3 It will be the policy of the school to provide support for both the victim and the perpetrator and provide guidance to prevent the problems from arising again. Through this policy we will seek to protect those who are bullied and attempt to provide them with strategies to empower them and strategies to deal with incidents of bullying. It will also seek to help the perpetrator to accept responsibility for their actions and address his or her offending behaviour.
- 1.4 It is the policy of the school that all members of the Thorpe Primary community are able to benefit from a safe and secure environment and take advantage of the opportunities available here at the school.

2. Definition of Bullying

- 2.1 In short, 'bullying' is any action on the part of an individual or group that causes fear, misery, upset, pain or psychological hurt to an individual or group as is perceived by the victim.
- 2.2 How does bullying differ from teasing / falling out between friends or other types of aggressive behaviour?
 - (a) There is a deliberate intention to hurt or humiliate.
 - (b) There is a power imbalance that makes it hard for the victim to defend themselves.
 - (c) It is usually persistent.
- 2.3 Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or when children with other vulnerabilities are involved. If the victim could be in danger, then intervention is urgently required. All incidents relating to protected characteristics must be reported, logged and monitored. Protected characteristics: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex. See also the Responding to Prejudice Related Incidents Policy.

- 2.4 These must be reported by the member of staff dealing with the issue to the behaviour lead, Paula Jeremaes or a phase leader if the behaviour lead is not in school. If further support is needed, please contact another member of the senior leadership team.

3. Manifestations of Bullying

- 3.1 Bullying is anything that induces fear, misery or harm. It is manifested in a variety of ways which may be physical, verbal, written or through images. It can include taunting, torments or insults.

- 3.2 Bullying behaviour can include:

- (a) Intimidation – using power over an individual which might include a person’s position or physical power – threats;
- (b) Racist behaviour and racist name calling;
- (c) Sexist behaviour;
- (d) Behaviour that relates to a person’s sex or gender reassignment;
- (e) Behaviour that relates to a person’s religious convictions;
- (f) Behaviour that relates to a person’s physical appearance, for example: weight, size or dress;
- (g) Isolating individuals from groups or group activities;
- (h) Physical attacks;
- (i) Cyber-bullying, for example: through inappropriate text messaging, e-mailing, chat rooms, sending offensive or degrading images by phone or via the internet;
- (j) Producing offensive graffiti
- (k) Behaviour that relates to a person’s ability
- (l) Making offensive comments; and
- (m) Taking or damaging belongings

- 3.3 Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’. Those children that associate with a bully must also take responsibility for their actions.

- 3.4 There are many forms that bullying can take including all the behaviours listed above and also:

- (a) Physical assault;
- (b) Ridicule;
- (c) Offensive jokes;

- (d) Spreading rumours;
- (e) Mimicking;
- (f) Isolation;
- (g) Threats and intimidation;
- (h) Name calling;
- (i) Offensive body language;
- (j) Extortion; and
- (k) Cyber-bullying, which includes any misuse of technology

4. Dealing with Bullying

- 4.1 We recognise the fact that bullying can and does take place in the school. It is not appropriate to say that it doesn't happen here.
- 4.2 Bullying can take place between:
 - (a) Children;
 - (b) Children and Staff Members;
 - (c) Staff Members; and/or (d) Individuals or groups.
- 4.3 Certain groups of children are known to be particularly vulnerable to bullying by others. These may include: children with Special Educational Needs or Disability (SEND) such as learning or physical disabilities; young carers, Children in Care (CiC); those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender, non-binary or questioning their gender.

5. Reporting and Responding to Bullying

- 5.1 Our school has clear and well publicised systems to report bullying for the whole school community (including: staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).
- 5.2 There are various ways to report bullying:
 - (a) Children should report any incidents of bullying to their class teacher or another adult in their year group. Sometimes children may feel more comfortable speaking to another adult in school or using the problem boxes to seek support.
 - (b) Parents / Carers should phone to speak to the class teacher, if the staff member is not available, the parent should give a brief outline of the incident to the receptionist who must then ensure that the

information is shared with the class teacher, phase leader and the behaviour lead, with immediate effect. The parent should expect a call back as soon as possible and within 24 hours. Arrangements will be made by the school to facilitate parents who do not have English as a first language in order to open up dialogue and be able to express concerns where possible.

- (c) All staff and visitors to report directly to reception, providing as much detail as possible to the Senior Leader responsible for complaints.
- (d) Bystanders should report any incident of bullying to their class teacher, or another trusted adult in school. Reports will be dealt with confidentiality and sensitivity.

5.3 When an incident is reported, the following should take place:

- (a) Children
 - (i) Written responses and details to be collected from those involved by the member of staff dealing with the issue, this should be led by the class teacher of the victim(s). Statements should be collated from those involved and witnesses / bystanders. Records of Conversations and or Incident Forms should be used to record the information.
 - (ii) The person or persons who have been doing the bullying may be spoken to by a member of staff. Restorative approaches will be used so the bully understands the effect their actions have on the victim. Sometimes a targeted intervention will be used, such as Circle of Friends or Support Group from the Cambridgeshire PSHE Service.
 - (iii) In most circumstances it will be appropriate for all those involved to be brought together with appropriate members of staff to discuss the situation and to agree a solution to the problem using a restorative approach. The members of staff act as support and will chair the meeting.
 - (iv) The behaviour lead should ensure that all relevant staff are informed of the problem, this should include the lunchtime teams and other teachers in that key stage.
 - (v) All parents will be informed of the facts and when and, if appropriate, involved in discussions in school. Class teachers and members of the pastoral team will be involved in these meetings.
 - (vi) Appropriate consequences will be applied depending upon the nature and degree of bullying.
 - (vii) If appropriate: counselling / mentoring will be arranged with a suitable member of staff.

- (viii) From the outset the situation should be carefully monitored by the class teacher, phase leader and / or behaviour lead who will keep other informed.
 - (ix) If a child is being bullied because of personal hygiene or other personal issues, the class teacher may speak to the parent / carer and if appropriate will address any issues sensitively.
 - (x) All staff must report an incident to the behaviour lead relating to a protected characteristic.
- (b) Bullying by a Staff Member
- (i) The school has a duty to follow up any incidents relating to a member of staff who is alleged to be responsible of a possible bullying incident. This should be reported directly to the Head Teacher, Miss Anderson. The Headteacher will contact the LADO if necessary. The Headteacher will refer to the Bullying and Harassment Policy as appropriate. If the allegation is about then Headteacher, then the CEO of PKAT should be contacted.
- (c) Bullying between Staff
- (i) Refer to the Staff Code of Conduct and the Staff Bullying and Harassment Policy.

6. Recording Bullying and Evaluating the Policy

- 6.1 Bullying incidents will be recorded by the member of staff who deals with the incident and this will be passed to the behaviour lead who will update the phase leader and record the incident on the Incident Log, including the procedures used to resolve the situation.
- 6.2 The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.
- 6.3 Incidents of bullying relating to protected characteristics will be presented to the Governors in an anonymous format as part of the annual report.
- 6.4 The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan (SIP), developing our inclusive and harmonious ethos across the School Community.

7. Strategies for Preventing Bullying

- 7.1 As part of our ongoing commitment to the safety and welfare of our children, we at Thorpe Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:
- (a) Consistent implementation of expectations of children;

- (b) School rules of Ready, Respectful, Safe;
- (c) Implementation of Positive Behaviour Management, encouraging pro-social behaviours;
- (d) The issue of bullying/anti-social behaviours is raised regularly with a restorative approach – ensuring protective and educational consequences support changes in behaviours;
- (e) The use of PSHE and other curriculum areas, circle time to raise the issue for open discussion, encourage children to access peer mediations to resolve conflict on the playground;
- (f) Raise awareness within the school that all forms of bullying will not be tolerated and action taken;
- (g) Use of assemblies – including external speakers and Votes for Schools weekly topics;
- (h) Children are encouraged to seek help from their Class teacher, adults in their year group or other trusted adults in school
- (i) Effective and consistent staff supervision in transition areas at change of lesson and in open / social areas before school, break times, lunchtimes and after school;
- (j) Train children to be Peer Mediators and get involved in conflict resolution;
- (k) The use of Play Buddies, Corridor Monitors for supervision and support for younger children;
- (l) The use of CCTV for information and monitoring purposes; and
- (m) Strategies both as part of the curriculum and across the whole school, including:
 - (i) Restorative approaches;
 - (ii) Pupil Leadership opportunities;
 - (iii) Annual Anti-Bullying week in November;
 - (iv) PSHE / Citizenship;
 - (v) Specific curriculum input on areas of concern such as Cyberbullying and e-safety;
 - (vi) Pupil voice;
 - (vii) Parent groups / extended schools;
 - (viii) Peer-Mentoring schemes;
 - (ix) Parent information / events;
 - (x) Staff training and development; and
 - (xi) Counselling and Mediation schemes.

7.2 The appropriate phase leader and class teachers should be made aware of all incidents of bullying within their year groups. Any member of staff who is informed of a possible bullying incident has a duty to follow it up or report it to the appropriate member of staff

8. Version History

8.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Draft Compiled and approved by the LGB	Paula Jeremaes	