



Anti-Bullying Policy

September 2019
Reviewed: September 2023

Policy for Action Against Bullying

We believe that all children in our school have the right to a happy and safe environment where bullying is always regarded as unacceptable and where staff will treat bullying as a serious matter and take positive action to counter it.

Children will be made aware of this entitlement and all child

ren will be encouraged to bring instances of bullying to the attention of adults.

Whilst the policy and practice given in this document is primarily intended for staff, the document is also available to parents who request to see it. In addition, it may also be brought to the attention of parents of children who are considered to be bullying others or being bullied.

What is Bullying?

There are many definition of bullying, but most consider it to be:

- Deliberately hurtful (including aggression);
- Repeated often over a period of time;
- Difficult for victims to defend themselves against.

Bullying can take many forms, but three main types are:

- Physical – Hitting, kicking, taking belongings, damaging work/belongings;
- Verbal – Name calling, taunting, making offensive remarks, making racist remarks;
- Indirect – Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, cyberbullying.

It is important to note that some of the above behaviour may occur without bullying taking place, e.g. in boisterous play, when 'falling out' with other children, or with particular 'bossy' children. Bullying is almost always pre-meditated and is deliberately vindictive.

Who Gets Bullied?

Any child can be bullied, and although none of these factors can excuse it, certain factors make bullying more likely, these include:

- Lacking close friends in school;
- Being shy;
- Family circumstances;
- Being from a different racial or ethnic group to the majority;
- Having Special Educational Needs or a disability;
- Being different in some obvious respect;
- Behaving inappropriately or differently.

What Are The Risks of Bullying to the Victims?

Children who are being bullied may be reluctant to attend school and are often absent. They may be more anxious and insecure than others, having fewer friends and often feeling unhappy and lonely. Victims of bullying can suffer from low self-esteem and poor self-image, looking upon themselves as failures, feeling stupid, ashamed and unattractive.

How Do You Recognise a Victim of Bullying?

Some of the signs include:

- Reluctance to attend school;
- Reluctance to go out at playtimes;
- Reluctance to join particular lessons (e.g. PE/Games);
- Complaints of feeling unwell;
- Deterioration of work, attention;
- Being withdrawn;
- Uncharacteristic behaviour or emotional displays;
- Wanting to remain in the company of adults.

It is important to note that some or all of these characteristics can occur in children for a range of reasons. Many children who are not being bullied can display these difficulties.

Where Does Bullying Happen?

Bullying can happen anywhere but it is more likely to occur in areas where there is no or limited adult supervision. Electronic communication which includes mobile phones, online gaming; access to chat rooms and social media etc. mean that bullying can happen anywhere not just on the school premises.

Strategies to Prevent or Reduce Bullying

At Primrose Hill we believe that there are general and specific strategies which, if implemented consistently, will prevent or reduce bullying. In addition, school's electronic devices have robust filters to discourage any form of online bullying. Children are taught how to 'blow the whistle' should they receive any unsavoury communication and are encouraged to report these to a member of staff.

Adults working in our school therefore aim to:

- Always encourage the caring and supportive side of children by openly recognising, valuing and praising it wherever it is seen;
- Provide opportunities for children to work co-operatively in a variety of group settings during the course of a year so that they develop a range of social strategies for dealing with other people;
- Use the topic of friendship, falling out and bullying for classroom discussions, circle time, assemblies etc.
- Ensure that established rules and routines for movement in and around school are followed;
- Ensure that the established rules and routines about playtimes are followed and that the quiet areas of the playground are respected;
- Always be willing to listen to a child's concerns about bullying;
- Always be willing to listen to a parent's concern about bullying;

- Never make premature assumptions, listen carefully to all accounts, whatever the victim's previous history, all claims of bullying at Primrose Hill will be treated seriously and will be fully investigated;
- Ensure that parents and children are alert to e-safety and cyber-bullying by providing relevant and detailed information and clear guidelines on what to do if a child is experiencing bullying of this nature via the school's newsletters, website and links to CEOP. Children are taught how to 'blow the whistle' should they receive any unsavoury communication and are encouraged to report these to a member of staff and to their parents (see e-safety information).

These strategies alone may not be adequate, and particularly if there are instances of bullying and violence, tougher sanctions will be needed.

There is Bullying. What Then?

The single of first instance of bullying

When an adult becomes aware of a deliberate, but apparently single, instance of bullying than s/he must respond immediately and make the bully aware that bullying is unacceptable. At this stage, the strategies or sanctions used to deal with the bully will be appropriate to the age of the child and to the nature and seriousness of the bullying incident.

The victim of an apparently single instance of bullying must:

- Have the fact that bullying is unacceptable reaffirmed;
- Be given opportunity to return to the same adult on the following day to give an update (the onus to do this is on the child);
- Be made aware that if the same child(ren) involved in bullying should cause concern again then the victim should either seek out the same adult and report the incident to them or report the incident to their own class teacher.

The bully should also be made aware of this procedure.

The class teachers of both the bully and the child being bullied need to be made aware of the situation.

Through the above procedure, class teachers will become aware if a child's involvement in instances of bullying either as a bully or as a victim is more than an isolated occasion. If this is the case then the following more formal routine for dealing with bullying should be implemented by the class teachers.

Procedures for Dealing with Repeated Instances of Bullying

For victims

Step 1: The child being bullied should see the class teacher at a pre-determined time each day for a set period e.g. one week and give a brief verbal report on what, if anything, has happened.

Step 2: If the problem persists, the child being bullied keeps their own 'diary' of instances and discusses them with the class teacher. Younger children will have a single sheet chart. This chart could consist of smiley faces for good playtimes/days; sad faces for times when they have been upset by other children. At this stage the Key Stage Leaders should be informed.

Step 3: If difficulties persist ensure that all the staff in school are aware of the particular child's situation so that at all times of the school day, staff will be alert for even the smallest sign of potential incidents that might cause the child distress and be in a position to prevent such incidents happening. At this stage, if the child's parents are not already aware of the problem, the Headteacher should inform them.

Step 4: Seek further guidance from the Headteacher.

Throughout these stages the adults in school should take every opportunity to raise the child's self-esteem and confirm his/her right to feel safe at school.

If and when difficulties have been resolved the class teacher and Key Stage Leaders should follow up repeatedly, checking that bullying has not returned.

For bullies:

Make sure the bully is aware that the situation is now considered to be very serious and that a record of instances and alleged instances will now be kept and filed.

Step 1: The child should see the class teacher at a pre-determined time each day for a set period e.g. one week, two weeks etc. and give a brief verbal report to the teacher on their perception of incidents they have been involved in, or confirm that they have been involved in no further incidents.

The class teacher will at this stage keep a brief written record of the reporting procedure and outcomes. If at the end of the reporting period, the procedure has the desired effect then the child should be told that the reporting is to stop but that the record will be kept and, if necessary, referred to in future.

Step 2: As Step 1, but the Key Stage Leader/Headteacher will take on the monitoring role. The child will then be placed 'on report' and a record of playtime and classroom incidents will be kept.

At this stage, the child's parents will need to be made aware that the child is 'on report' and the reason for this.

Other sanctions will operate for all instances of 'bullying' and will be used alongside the reporting procedure. The school's behaviour policy includes a full list of sanctions. Sanctions used will depend on the age of the child and the severity of the incidents, however they should be fairly and consistently applied and might include any of the following:

- i. A verbal reprimand by the class teacher/KS Leader/ Headteacher and clear expectations outlined for future behaviour;
- ii. The situation is discussed with the child's parents in an informal setting at the end of the day;
- iii. Withdrawal of break and lunchtime privileges;
- iv. Removal from the class to work in another part of the school;
- v. Missing playtime for a fixed period of time;
- vi. A letter sent home to parents detailing the instance(s) of bullying;
- vii. A lunchtime detention operates and parents are informed of this by letter;
- viii. Exclusion from playtime at lunchtime for a fixed period of one week, two weeks etc;
- ix. The parents are formally contacted and asked to come to school and discuss the bullying;
- x. Withholding participation in school events that are not an essential part of the curriculum;

- xi. The Headteacher may put in place any extraordinary strategy which is deemed necessary.

How are Parents Involved?

All parents have access to a copy of the schools' Behaviour Policy via the school website. When their child is admitted into school, parents are given a 'welcome pack' which includes all relevant policy documents and signposts parents to a range of other policies including information of cyber bullying and e-safety. This information is also sent home on an annual basis and links are available on the school website. All parents have access to the Anti-Bullying policy on the school website and hard copies of policies are available on request.

When a child is involved in an instance of bullying, either as a bully or a victim, this policy outlines the points at which parents should be informed of the steps the school is taking.

Schools are often alerted to instances of bullying when parents make contact to report that their child has been bullied. The first point of contact for parents is usually the class teacher. All staff in school should be aware of the need to report parental concerns to the Key Stage leader. When discussing the situation with parents all teachers should:

- Recognise that the parent may be angry or upset;
- Keep an open mind – bullying can be difficult to detect;
- Remain calm and understanding;
- Make clear that the school takes the concerns seriously and will investigate fully;
- Explain the school policy, and make sure procedures are followed.

Parental support is often a key to success in anti-bullying initiatives. The majority of parents support anti-bullying measures and are keen to participate.

However, a few parents do have unhelpful attitudes, encouraging bullied children to 'stand up for themselves' rather than seek help. While understandable, this conflicts with the aim of our anti-bullying policy which is to encourage children to tell staff about bullying rather than try to fight back. Parents should always be reminded of the school policy in relation to 'telling an adult'.

A list of suggested sources of information about bullying is available in school and a copy can be given to parents if required.

Monitoring Bullying at Pudsey Primrose Hill

Bullying is taken seriously at Pudsey Primrose Hill Primary School and action is always taken against the bully. At the same time support, as outlined in this policy, support is always given to the child being bullied.

At Pudsey Primrose Hill we recognise the importance of ensuring consistency of action throughout the school, and therefore all staff who are involved in dealing with incidents of bullying, either as a reporting adult, class teacher, Key Stage Leader or Headteacher are required to keep a record of bullying incidents. The record should give a brief summary of the incident and the action taken. It is the responsibility of individual teachers to alert the Key Stage Leader and Headteacher of incidents in line with policy guidelines and to ensure that documentary evidence is passed on as appropriate. A file is kept in the Headteacher's office for this purpose – there the file used to record racist and homophobic incidents is also kept.

The Senior Leadership Team monitors the children involved and the frequency and types of bullying that occur.



This Anti-Bullying Policy was adopted by Pudsey Primrose Hill Primary School on 30/09/2019

Chair of Governors – Mr G Gibson		
Signature:		
Frequency of review:	2 years	
To be reviewed and approved by:	PPHPS Full Board	
Date of next review:	September 2025	

REVIEW RECORD

Date of review	Reason for review	Date of next review
05/10/2021	Agreed review schedule.	October 2023

Name:		Signature:	
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on behalf of PPHPS Full Board

Date of review	Reason for review	Date of next review
27/09/2023	Agreed review schedule.	September 2025

Name:			
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on behalf of PPHPS Full Board

Date of review	Reason for review	Date of next review

Name:		Signature:	
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on behalf of PPHPS Full Board