



## **Pownall Hall School**

*Pownall Hall School is committed to co-education and aims to provide a caring, disciplined, safe and secure family environment, where all pupils are enabled and encouraged to maximise on their academic, sporting, musical and creative potential.*

*The School aims to instil traditional values of courtesy, good manners, mutual respect, tolerance and compassion in its pupils and help them develop self-discipline and good working habits for the future. The all round personal development of each and every pupil lies at its heart.*

### **F 2a Anti - Bullying Policy**

***This is a whole school policy; it refers to and includes EYFS, after school care and holiday clubs held on our premises.***

*This policy takes account of advice in the DfE document 'Preventing and Tackling Bullying' and complies with the principles of the Human Rights Act 1998. Copies of the policy are available to parents and prospective parents on request.*

## **1. Introduction**

At Pownall Hall School, our community is based upon respect, good manners, consideration and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We recognise the very serious and harmful effects that bullying can have on the well being and confidence of the person being bullied in addition to its negative impact on the teaching and learning process. We expect our pupils to treat members of staff and each other with courtesy and cooperation so that they can teach and learn in a relaxed, but orderly, and positive atmosphere.

Pownall Hall School expects pupils and staff to make every effort to create a positive, respectful school ethos, where relationships are caring and considerate to everyone in its community. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they cooperate closely together. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils, staff and their parents fairly and with consideration and we expect them to reciprocate towards each other and the school.

**Any kind of bullying is totally unacceptable.**

## **2. Aims**

The school aims to provide a supportive, friendly and safe environment for all our pupils and staff, where bullying is not tolerated so that staff can teach and pupils can learn and develop self-confidence in a secure and friendly atmosphere and achieve their full potential.

## **3. Objectives**

- ❖ To ensure that pupils, staff, governors and parents understand what constitutes bullying and take their responsibilities seriously.
- ❖ To provide pupils with social and personal education about friendship and working relationships so that they become more aware of their own responsibilities in maintaining good personal friendships and good working relationships in their activities in and out of school .
- ❖ To provide clear procedures for pupils, parents and staff to be followed if a case of bullying is reported in order to prevent continuation of harmful behaviour.
- ❖ To take immediate, reasonable, consistent action if bullying arises.
- ❖ To help bullies to realise the consequences of their actions and teach them how to behave differently, trying to understand what has motivated them to behave in an unacceptable way.
- ❖ To support and safeguard victims of bullying, providing guidance on how they can deal with such a situation.

#### **4. Definition of Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a pupil is adopted or a carer. It might be motivated by actual or perceived differences between groups or individuals. It may occur directly or through cyber-technology, including social websites, mobile telephones, text messages, photographs or email.

Bullying is often hidden and subtle. It can also be overt and intimidatory. Bullying can happen anywhere and at any time. Bullying can occur between pupils, between staff or between pupils and staff.

Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour and malicious communications.

#### **5. Signs of Bullying**

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up extra-curricular activities, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the general office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

**The school always treats bullying very seriously. It can cause physical and psychological damage and even suicide. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles and its ethos.**

#### **6. Raising awareness of staff**

- Ensure all staff are aware of this policy, particularly the definition and signs of bullying.
- Ensure that all staff are aware of the places in school where bullying might take place.
- Use briefing meetings to discuss any potential worries and remind all staff of their responsibilities.
- Ensure that all staff know the procedures to follow should a case of alleged bullying be reported to them.
- Arrange INSET on anti-bullying for all staff.

## **7. Specific responsibilities**

- Pupils are asked to tell a member of staff immediately if they are bullied or witness bullying.
- Parents are asked to inform the school if they are concerned that their child is being bullied.
- All staff must be alert to possible bullying situations and aware of friendship groups and possible difficulties observed in lessons. They must inform the form-teachers of any concerns.
- Form Teachers must be alert to possible bullying situations and aware to problems in connection to friendship groups. They must act immediately in accordance with this policy if they are told of an incident or alleged incident. Recording must be clear and help the school to see if there are any established patterns. They must inform the Headmaster.
- The Headmaster and Senior Leadership Team will ensure the correct procedures are followed and also that supervision is discussed and amended as necessary. They will monitor the recording of incidents of bullying amend our systems and procedures as necessary.
- The Headmaster will keep a log of incidents, will inform parents in serious cases and amend this policy using the experience of the staff.
- The Governors will review and evaluate this policy at least every two years.

## **8. Preventative measures**

We take the following preventative measures:

- We have a team of trained pupils and staff who are designated Anti-Bullying Ambassadors. They meet regularly and plan events to promote good relationships between pupils and raise awareness of bullying.
- We use appropriate Assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme will enforce the message about taking care of each other within our school community.
- We use lessons, particularly RE, PE, English and Drama plus historical events and current affairs to highlight the issue of bullying. We reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and promote the development of pupils' social skills and cooperative working in activities and lessons.
- The children take part in events organised by the Anti-bullying Ambassadors such as 'Kindness Week'.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They must be alert to inappropriate language or behaviour, which may be indicators of bullying incidents, and need investigating.
- All staff have a responsibility to be alert to possible signs of bullying and harassment.

## **9. Staff guidance/procedures to follow**

- Staff must act immediately. All reports of bullying must be treated as a high priority.
- If a pupil is injured then he/she must be taken to the office and a first aider must be called.
- All reported incidents must be recorded and investigated at once.
- Use a room that affords privacy for the interview.
- Avoid being confrontational and do not make assumptions or be judgemental.
- The victim will be encouraged to explain what has happened to them and this will be formally recorded by the member of staff.
- The bully, together with all others who were involved, will be interviewed individually and asked about the incident and this will be recorded by the member of staff.
- Listen carefully to all accounts and ask additional bystanders/ witnesses for information.
- If the bullying is racist or involves harassment or assault it must be reported to the Headmaster immediately.
- Do not attach blame until the investigation is complete. Discussion with the Headmaster and form teacher will take place at this stage or before, as necessary.
- It may help to involve the victim in discussing why he/she thinks the bullying incident happened?
- Ask the alleged bully how the situation can be improved.
- All form teachers and the Headmaster should be informed.
- In serious incidents parents/guardians of all parties should be informed within five days and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.

## **10. Recording details of the incident**

- Initially write a brief summary – a separate sheet for each party involved.

- Include the names, forms, type of bullying, where it took place and who reported it and any other factual information that may enable patterns of behaviour to be identified.
- Give this to the Headmaster.
- Write a more detailed account if necessary with full names of all involved plus any witnesses.
- Give this to the Headmaster to be placed in the pupils' files. – A record must be kept of all bullying incidents by the Headmaster.
- If you have further involvement with the incident, keep notes for the files.
- Ensure that the bully receives support to help him/her achieve a better behaviour pattern and record this for the files.
- For minor/single incidents – an apology; assurance that it will not happen again; a written apology; withdrawal from playtime; service within the school.
- For more serious cases, the bully may be given several of the above sanctions.
- If bullying persists then suspension from school may be considered and in extreme cases then expulsion may be the ultimate sanction. The Headmaster will make these serious decisions and the parents will be informed.
- All pupils have access to a telephone helpline that are displayed throughout the school or by asking the school office staff, who will supply them with telephone numbers of suitable help-lines and ensure the privacy and confidentiality.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils, including any instances of cyberbullying. The law empowers the Headmaster to reasonably regulate the behaviour of pupils off the school site and impose disciplinary sanctions.

## **11. Cyber-Bullying**

Cyberbullying Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyberstalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However it differs from other forms of bullying in several significant ways:

- By facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- The potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- The potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.

- Through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- The profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- Many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

### **11.1 Preventative measures**

In addition to the preventative measures described above, the School:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Adheres to the BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and removing contacts from buddy lists.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Deliver 'internet safety' days and cyber-bullying/online safety assemblies.
- The use of mobile phones is not allowed in school by pupils.
- Staff mobile phones are stored in the staff room and lockers are provided. Staff do not use their mobile phones unless they are in the staff room, or the equivalent area for the maintenance and kitchen staff.
- Pupil's Responsible Internet Use Code.

### **12. Advice to pupils**

#### **a) cyber bullying:**

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff.

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data)

- Be careful who you allow to become a friend online and think about what information you want them to see. Protect your password.
- Do not share it with anyone else and change it regularly
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive emails or messages
- Never reply to someone you do not know

### **12.1 Advice to staff**

If a member of staff feels that he/she is being bullied or intimidated by another member of staff then he/she should speak to the Headmaster. Every effort will be made to resolve the matter informally, but if the bullying behaviour continues then the member of staff should keep a log of incidents and may choose to follow the grievance procedure.

### **Monitoring**

Information from pupil interviews will be collated by the Headmaster, who will revise this policy if necessary. Records on all bullying incidents will be kept by the Headmaster. Information on any bullying incidents will be passed to staff at weekly briefing meetings together with appropriate advice on the actions to be taken to stop any bullying behaviour.

### **EYFS**

**The named person for EYFS is the EYFS Coordinator, Mrs. Beryl Spence.**

**The whole school policy applies to the EYFS, after school care and holiday clubs held on our premises with the following addition:**

Any person, who is in contact with EYFS children, must not give corporal punishment or threaten corporal punishment at any time. There should be no punishment administered to these young children that would have an adverse impact on their well-being.

This policy will be reviewed and updated at least every two years, and also on the publication of new DFE legislation or guidance.

**Presented to Governors for approval**

**November 2019**

**Signed:**

*Mrs Eileen MacAulay, Chair of Governors*

*November 2020*

**Review: November 2020**

References:

- A. Handbook for the Inspection Schools- The Regulatory Requirements, September 2018 ([www.isi.net](http://www.isi.net))
- B. Checklist and Monitoring Reference for Inspectors, September 2009 ([www.isi.net](http://www.isi.net))
- C. The Equality Act 2010 [www.legislation.gov.uk](http://www.legislation.gov.uk)
- D. "Preventing and Tackling Bullying" (DfE Guidance July 2018) ([www.education.gov.uk](http://www.education.gov.uk))
- E. "Bullying": An ISC Child Health and Wellbeing Working Party Guidance Update Five
- F. <http://www.antibullying.net/adultsinschools.htm> - Source of anti-bullying support for school communities)
- G. "Cyberbullying" A briefing note on the ISBA web site by Farrer & Co
- H. <http://www.cyberbullying.org/>
- I. "Guidance on e-strategies for schools, including technological bullying"  
[http://schools.becta.org.uk/index.php?section=is&catcode=ss\\_to\\_es\\_pp\\_ob\\_03&rid=14905](http://schools.becta.org.uk/index.php?section=is&catcode=ss_to_es_pp_ob_03&rid=14905)