

# Pownall Green Primary School

*Love learning, love life!*

## Anti-bullying Policy

<b>Aligned staff:</b>	Headteacher
<b>Aligned governor:</b>	Chair of Governors
<b>Policy reviewed:</b>	November 2024
<b>Next Review:</b>	November 2025

### Aims & purpose of the policy

At Pownall Green we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

### We define bullying as:

*Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.*

### Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

## **Types of Bullying**

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic, or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be accepted and all incidents will be taken seriously.

## **Methods of bullying:**

There are a number of bullying behaviours that can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.
- Parental incitement

## **Peer-on-peer abuse**

Children and young people who harm others (also referred to as Peer-on peer abuse):

Peer-on-peer abuse can take various forms, including but not limited to: physical and sexual abuse, sexual harassment and violence, emotional harm, on and off line bullying, relationship abuse, domestic violence, child sexual and criminal exploitation, youth and serious youth violence, harmful sexual behaviour, sexting with or without consent, upskirting, initiation/hazing type violence and rituals and/or gender based violence.

Understanding the power dynamic that exists between children and young people is very important to helping to identify and respond to peer-on-peer abuse.

There is no clear boundary between incidents that should be regarded as peer on peer abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Keeping Children Safe in Education 2021 highlights the importance of recognising that children are vulnerable to abuse in a range of social contexts as they have a range of relationships in their local community, in school and online – contextual safeguarding and that this should therefore be taken in to account within prevention, identification, assessment and intervention activities.

Assessments must be made on a case by case basis. (Firmin, C. 2017. *Abuse Between Young People*). Our school has a clear pathway for dealing with such incidents.

**Key definitions**

***Sexual violence and sexual harassment***

- **Sexual violence** is the general term used to describe any kind of unwanted sexual act or activity, including but not limited to rape, sexual assault and sexual abuse.
- **Sexual harassment** is any unwanted behaviour of a sexual nature that makes an individual feel distress, intimidated or humiliated. This can include, but it not limited to sexually degrading comments or gestures, sexual jokes or propositions, e-mails, text messages, physical behaviour including unwelcome touching and sharing/displaying sexually explicit pictures.
- Sexual violence and sexual harassment can occur between children of any age and sex. It can occur online or face to face, it can be one-one one or a group.
- We have a zero tolerance approach to sexual violence and sexual harassment.
- Children should never be given the impression that they are creating a problem by reporting it.
- Staff are aware of the importance of:
  - Challenging inappropriate behaviours
  - Making clear that sexual violence and harassment is not acceptable and will not be tolerated and is not an inevitable part of growing up.
  - Not tolerating or dismissing sexual violence or harassment as banter, part of growing up, ‘just having a laugh’ or ‘boys being boys’.

**Harmful Sexual Behaviour**

The NSPCC defines harmful sexual behaviour (HSB) as developmentally inappropriate behaviour which is displayed by children and young people. It can be displayed towards younger children, peers, older children or adults and is harmful to the children and young people who display it, as well as the people it is directed towards. There is no universally agreed definition of what harmful sexual behaviour is. Harmful sexual behaviour can occur online and/or offline.

In understanding the range of sexual behaviours demonstrated by children, Simon Heckett (2019) proposes that it exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent behaviour is developmentally inappropriate.

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> <li>• Developmentally expected</li> <li>• Socially acceptable</li> <li>• Consensual, mutual, reciprocal</li> <li>• Shared decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Single instances of inappropriate sexual behaviour</li> <li>• Socially acceptable behaviour within peer group</li> <li>• Context for behaviour may be inappropriate</li> <li>• Generally consensual and reciprocal</li> </ul>	<ul style="list-style-type: none"> <li>• Problematic and concerning behaviour</li> <li>• Developmentally unusual and socially unexpected</li> <li>• No overt elements of victimisation</li> <li>• Consent issues may be unclear</li> <li>• May lack reciprocity or equal power</li> <li>• May include levels of compulsivity</li> </ul>	<ul style="list-style-type: none"> <li>• Victimising intent or outcome</li> <li>• Includes misuse of power</li> <li>• Coercion and force to ensure compliance</li> <li>• Intrusive</li> <li>• Informed consent lacking or not able to be freely given</li> <li>• May include elements of expressive violence</li> </ul>	<ul style="list-style-type: none"> <li>• Physically violent sexual abuse</li> <li>• Highly intrusive</li> <li>• Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour</li> <li>• Sadism</li> </ul>

See [NSPCC](#) for further information on Hackett's continuum of harmful sexualised behaviour.

## **Derogatory language**

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on our school central recording system and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff should report the use of derogatory language on CPOMS.

## **Prejudice-based incidents**

A prejudice-based incident is often a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded on CPOMS and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention

## **Bullying outside of school**

Bullying is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community.

## **Identifying and supporting vulnerable children**

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

### **Below are some factors that can make people vulnerable:**

We refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

Children and young people who are at most increased risk of causing harm (the Harmer/perpetrator) or being harmed (the Harmed/victim) through bullying are those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers

- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.
- experienced poverty or deprivation

## **Possible indicators of bullying include:**

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

Refer to our Safeguarding Policy and Guidance for the 'Possible indicators of abuse' table (p.g.41) for further detail.

## **Dealing with an Incident**

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on CPOMS.
- Restorative meetings should be offered for any incident, this includes race or hate, homophobic and transphobic incidents) Please note that participation in any restorative repair meeting should be voluntary
- SLT will monitor incident reporting and information recorded on CPOMS.
- SLT will produce termly reports summarising the information from CPOMS, which the head teacher will report to the governing body.
- Staff will offer support to all involved within a bullying incident. Individual meetings will be held with harmer & the harmed to devise a plan of action that ensures all feel listened to and supported, and feel safe and reassured that with support there can be a resolution. This may involve a restorative meeting. Action plans will make use of school initiatives such as 'restorative buddies' mentors.

- Staff will pro-actively respond to these plans, with the harmer and harmed parties possibly requiring support and work with other colleagues as appropriate.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plan of action
- Staff will assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.
- Safeguarding procedures must be followed when child protection concerns arise.

## **School initiatives to prevent bullying**

We use a range of measures to prevent and tackle bullying including:

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Diversity is celebrated across the school through diverse displays, books and images.
- The whole school participates in events including Anti-Bullying Week.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative buddies offer support to all pupils, including those who may have been the target of bullying.
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the school council

## **Roles and responsibilities**

### **Senior Leaders**

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

### **Staff**

All school staff, both teaching and non-teaching (for example midday supervisors, site manager, sports coaches, volunteers) have a duty to report and record bullying on CPOMS, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform a member of SLT and record on CPOMS in line with school guidance.

### **Parents and carers**

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

**When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.**

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

**Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* towards pupils, staff and other parents**

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc) also need to be made aware of the schools policy and the reporting of incidents.

### **Recording and Reporting:**

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school using CPOMS. Termly feedback is made available for governors via the Headteacher report.

All staff will alert the HT/ SLT member of any bullying related incidents.

### **Monitoring and Evaluation:**

The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with pupils.

### **Training and Awareness**

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching receive regular training on all aspects of the anti-bullying policy, including proactive healthy relationship work.

### **Links to other school policies:**

This anti-bullying policy links to and should be read alongside a range of policies/strategies, including:

Keeping children safe in education 2024  
Equalities and Diversity policy  
Equality Act 2010  
Behaviour and relationships policy  
Care and control policy  
The Relationships and Sex Education policy  
Online Safety Policy  
Respect Policy and Charter  
Safeguarding policy  
SRE Policy  
Responsible Use policy  
School Development plan  
Restorative Approaches strategy



# **An Anti-Bullying Charter for Stockport Schools**

**This charter is awarded to**

**POWNALL GREEN**

**Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.**

## **Our school community will:**

- **Work with staff, pupils and parents/carers to create a school community where bullying is not accepted.**
- **Discuss, monitor and review our anti-bullying policy every year**
- **Keep a high profile in and around school to prevent bullying behaviours developing**
- **Support staff to promote positive relationships, identify and tackle bullying appropriately,**
- **Investigate incidents of bullying and take action where necessary, supporting all individuals involved at all times**
- **Ensure that pupils are aware that all bullying concerns will be addressed sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy**
- **Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy**
- **Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate**

Chair of Governors:

Headteacher:

Representative of pupils:

Date:



