



# Pilgrims School

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## Pupil Anti-Bullying Policy

July 2021

Next review date: June 2022

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Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

In accordance with the school's policy on Safeguarding, it is everyone's responsibility to ensure that our children are kept safe, happy and free from harm.

### **Rationale**

Pilgrims is committed to a policy of inclusion, equality and justice. The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. We acknowledge that bullying can, and does, happen. Every child should feel able to report incidents and know that the incidents will be dealt with promptly and effectively in accordance with this policy. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child. Bullying is anti-social behaviour which affects everyone; it is unacceptable and will not be tolerated.

In line with the school's values, everybody has the right to be treated with respect.

### **Our values**

#### **Kindness**

We treat everybody in a kind, compassionate, caring and supportive way so that everyone feels happy and safe.

- Work together to help and support each other
- Consider the feelings of others
- Be kind with our hands, feet and voices

#### **Curiosity**

We celebrate and encourage curiosity and the desire to wonder and ponder, instilling in everyone a lifelong love for learning and the skills to explore the world around them.

- Think, ask questions, find answers and create solutions
- Approach each new opportunity positively
- Persevere even when the path seems challenging

#### **Respect**

We acknowledge the feelings, interests and beliefs of others within an environment that reflects understanding, honesty and integrity.

- Stop, look and listen when someone is talking
- Take pride in knowing we have tried our best
- Take care of each other, our belongings, our school and our environment
- Be truthful and display good manners at all times

## **What is bullying?**

Bullying is defined as unacceptable and deliberately hurtful behaviour (used by an individual or group), usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. It is bullying if it is done **several times on purpose (STOP)**. Bullying usually takes place where there is an imbalance of 'power' of one person over another. This is normally determined by size, strength, number involved, and anonymity (i.e. online cyber bullying).

The main types of bullying are:

- Physical - hitting, kicking, or any use of violence, theft
- Verbal - name calling, insults making offensive remarks
- Indirect - spreading rumours, excluding someone from social groups, damaging property, offensive or abusive messages including cyber bullying.
- Cyber-bullying uses technology such as mobile phones, internet, social networks to harm a person, group of people or a relationship and can happen both inside and outside of school and at any time of day or night.

Focus of bullying behaviour may be related to:

- Race
- Gender
- Religion
- Culture
- Disability or Special Educational Need
- Appearance or health
- Home circumstances
- Homophobia

Bullying can take place in the classroom, playground, toilets, outside of school, on trips & visits and online. It can take place in group activities and between families and local communities.

## **Signs and Symptoms of bullying**

A child may indicate, by different signs or behaviour, that they are being bullied. Adults should be aware of these signs or behaviour and investigate further if a child displays any of them. Pupils who are being bullied may suffer psychological damage which may include changes in behaviour, such as becoming shy and nervous, clinging to adults, feigning illness or taking unusual absences. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

## **Bullying is not**

It is important to understand that bullying is not the 'odd' occasion of friends falling out, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

## **Prevention**

A range of methods are used at Pilgrims to help prevent bullying. Pupils, parents and staff are expected to demonstrate and role model appropriate behaviours to promote the school values and establish a climate which encourages trust and mutual respect.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHCEE, circle time assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

These include:

- School values and expectations
- Class rules
- Raising awareness through assemblies, work in PSHCEE lessons and circle time discussions.
- Kindness award and book
- E-safety lessons
- Setting up 'buddies' to support individuals experiencing difficulties
- Using drama and role-play activities to help children be more assertive and teach them strategies to help them deal with difficult situations.
- Introducing playground improvements and initiatives, e.g. Playtime Pals and The Friendship Bench.
- Using praise and rewards to reinforce good behaviour.
- Involving parents and the wider community.

## **Emotional Resilience Programme**

Alongside our PSHCEE curriculum, we deliver an emotional resilience programme. We believe that in teaching children the emotional literacy of how to understand and communicate their feelings, they will be less likely to use their behaviour to communicate. Children are encouraged to express their feelings throughout the day using a 'Feeling Flower'. This enables staff to clearly identify any children who may be feeling anxious or unhappy and may need extra support. A weekly circle time is planned, 'Casey Caterpillar Club', during which a story about a particular feeling is read and discussed. Learning how to self-regulate through breathing techniques and be calm, 'calm time', is also an important part of the programme.

## **Talk Time**

Talk Time is an important outlet for children where they can discuss their feelings with a designated member of staff in confidence.

## **Prevention in relation to Cyber Bullying**

All pupils are encouraged to look after each other and to report any concerns about the misuse of technology or worrying issues to a member of staff. Proper supervision of pupils plays an important part in creating a safe ICT environment at school and everyone needs to learn how to stay safe outside the school. E-Safety information events are held for parents to raise awareness and develop understanding.

## **Responsibilities**

All staff must be alert to the signs of bullying and act promptly and firmly against it and in accordance with the school policy. Staff must not wait to be asked before raising a concern or wait to deal directly with the matter. Children may not be aware that they are being bullied because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff must, therefore, be aware of those children who may be vulnerable.

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Pupils should feel confident to speak to someone if they are being bullied. It is important for them to understand it is not their fault and there are people that can help. They should be encouraged to give as many facts as possible including: who, where, what, why, when, how.

It is important for the children to understand that ignoring bullying is cowardly and unfair to the person being bullied and that being a bystander is just as bad as being a bully.

## **Role of the Safeguarding Team and Pastoral and SEND Coordinator**

'When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead (DSL) and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.' (Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies, July 2017)

## **Monitoring Behaviour**

In accordance with our Behaviour and Assertive Discipline Policy, any inappropriate behaviour is recorded on iSAMS within the Wellbeing Module. The Pastoral and SEND Coordinator, together with the Headteacher and the DSL, monitor behaviour closely on a regular basis. Actions can be set within the module, enabling any patterns of behaviour to be identified and dealt with swiftly.

### **Reporting and dealing with an incident**

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow:

- Tell a friend or,
- Tell a teacher or adult whom you feel you can trust or,
- Tell a parent or adult at home whom you feel you can trust or,
- Discuss it as part of your PSHCEE/circle time.

Staff will respond calmly and consistently to all allegations and incidents of bullying. Any reported incident will be taken seriously and dealt with impartially and promptly.

All those involved will have the opportunity to be heard. Staff will protect and support all those involved whilst allegations and incidents are investigated and resolved.

If bullying is suspected or reported:

- The incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on an Investigation into Allegation of Bullying Record Sheet (Appendix A) and shared with the Pastoral and SEND Coordinator and Head teacher.
- The incident should be logged in the Wellbeing Module on iSAMS with Appendix A attached.
- The Pastoral and SEND Coordinator and Headteacher will review the records to allow patterns to be identified.
- Class teachers will be kept informed and if it persists will advise the Headteacher
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

### **Discipline and tackling underlying issues of bullying**

The school will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves. We will make use of a range of practical resources taken from DfE guidance to develop our own approaches to different issues which might motivate bullying and conflict.

Pupils who are suspected of bullying will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the child
- encouraging appropriate behaviours

Where it is felt necessary the following disciplinary steps can be taken:

- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion



### **Advice to Parents**

Where parents suspect their child may be being bullied at school, we would encourage them to speak to their child's class teacher in the first instance. Parents are asked not to attempt to sort the problem out themselves by speaking to the child or the child's parents directly. Although we are not responsible for bullying outside of school, parents should inform the school so that they are able to monitor and support where necessary.

### **Help Organisations**

- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Visit the Kidscape Website: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

The Governors of Pilgrims Pre-Preparatory School accept their duties as outlined in the above Policy. They will periodically assess the effectiveness of this policy and ensure any necessary changes are made. This policy will be reviewed and updated annually.

### **Policy links include:**

- Behaviour and Assertive Discipline
- E-Safety (Pupils),
- Racial Harassment Policy
- Inclusion Statement
- Equal opportunities Policy
- Safeguarding Policy

Signed:

Chairman of Governors

Date:

### Appendix A - Investigation into Allegation of Bullying

<b>Completed by:</b> <b>Position:</b> <b>Date</b>	<b>Reported by: Role:</b> <b>Date:</b>
<b>Name of child alleged to be experiencing bullying behaviour:</b>	
<b>Class:</b>	<b>Age:</b>
<b>Name of child alleged to be engaging in bullying behaviour:</b>	
<b>Class:</b>	<b>Age:</b>
<b>Reported account:</b>	
<b>Focus of bullying behaviour:</b>	
<b>Details gathered to date (attach notes from interviews with all involved):</b>	

<p><b>Action taken to date:</b></p> <ul style="list-style-type: none"><li>• Checked for earlier incidents involving same child</li><li>• Individual discussions with pupils involved</li><li>• Discussions of incident with class / peers</li><li>• On-going support / monitoring from staff</li><li>• Consequences / sanctions applied</li><li>• Notified class teacher</li><li>• Group discussion with children involved</li><li>• Restorative intervention</li><li>• Details of actions agreed with children</li><li>• Parents informed – meeting / letter</li></ul> <p>Any additional actions?</p>	YES / NO
<p><b>Factor to help determine if incident constitutes bullying</b></p> <p>Incident of bullying if all three factors below are confirmed:</p> <ol style="list-style-type: none"><li>1. Hurt was deliberate / knowingly caused (physically or emotionally)</li><li>2. It is a repeated incident or experience and / or involved a group</li><li>3. Involved an imbalance of power i.e.<ol style="list-style-type: none"><li>a. the other child felt unable to defend themselves or</li><li>b. size, age, popularity, abusive language, name calling/labelling used</li></ol></li></ol> <p>Incident of cyberbullying if messages of an intimidating, humiliating or threatening nature have been sent or left on social network site.</p> <p>Incident is not bullying when:</p> <p>The first hurtful incident between children</p> <p>Teasing between friends without intention to hurt</p> <p>Falling out between friends after a quarrel, disagreement or misunderstanding</p> <p>Conflict that got out of hand</p> <p>Activities that all parties have consented to and enjoyed (check coercion)</p> <p>Is this a confirmed incident of bullying? Yes / No</p>	
<p><b>Details of support provided:</b></p>	

**Supportive script for initial investigation into an alleged incident**

**Child's name:**

**Completed by:**

**Date:**

1. Describe what happened?
  
2. Exactly where and when did the incident take place?
  
3. Were there any other young people around at the time, if so who?
  
4. Was there an adult around at the time, if so who?
  
5. Do you know the names of the people who were involved?
  
6. What were you doing before the incident took place?
  
7. Can you remember exactly what happened or what was said?
  
8. What happened next?
  
9. Has this happened before?
  
10. What would you like to happen now?

## Restorative Questions in Response to Challenging Behaviour

**Child's name:**

**Completed by:**

**Date:**

1. Describe what happened?
  
2. What were you thinking at the time?
  
3. Since the incident, what have you been thinking about?
  
4. Who has been affected by what you have done?
  
5. In what way do you think they have been affected?
  
6. What do you think you need to do to make things right?
  
7. How are you going to make things right?

## Appendix B - Policy Change Tracking

<b>Policy Name:</b>	Policy Final Page - Changes - Template
<b>Owner:</b>	J Morales
<b>Ratified by:</b>	
<b>Last review Date:</b>	January 2020
<b>Next Review date:</b>	June 2022

**Date:** 28/07/2021

<b>Comment:</b> Changes to update recording procedures to include iSAMS	
Page 5	Monitoring behaviour - In accordance with our Behaviour and Assertive Discipline Policy, any inappropriate behaviour is recorded on iSAMS within the Wellbeing Module. The Pastoral and SEND Coordinator, together with the Headteacher and the DSL, monitor behaviour closely on a regular basis. Actions can be set within the module, enabling any patterns of behaviour to be identified and dealt with swiftly.
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