



Thorns Community



Infant School

Park Hill Thorns Federation

Successful confident learners. Responsible compassionate individuals.

Anti-bullying Policy

Reviewed: March 2025

Agreed by Governors: March 2025

Next review: March 2026

Copy to be kept in Safeguarding Portfolio

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in our schools. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Park Hill and Thorns.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. The role of a bystander in helping to stop bullying through telling an adult is regularly explained and explored with children.

We follow the Jigsaw PSHE scheme which teaches children about bullying through the unit “Celebrating Difference” which is taught in the autumn term and the unit “Relationships” in the summer term. We also follow the Warwickshire Taking Care scheme which covers aspects of anti-bullying work in the spring term.

Throughout this policy the term ‘parent’ is used to mean a pupil’s parent or carer

DEFINITION OF BULLYING

The Anti Bullying Alliance definition of bullying is:

Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can happen face to face or through cyberspace.

As Jigsaw explains, this means that:

- It doesn’t just happen once, it goes on over time and happens again and again.
- It is deliberate: hurting someone on purpose, not accidentally.
- It is unfair: the person doing the bullying has more ‘power’ than the person being bullied (e.g. they may have other people helping them bully) and even if they enjoy doing the bullying, the person being bullied does not enjoy it.

This may be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Emotional e.g. being unfriendly, excluding, tormenting (hiding books, threatening gestures)
- Exclusionary e.g. spreading nasty rumours or not letting someone play
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

Any of these types of bullying can be direct or indirect:

- Direct bullying: when the bullying is done directly to the person being bullied. He or she might be pushed, hit, tripped, texted/emailed, or told, “No, you can’t play with us”, having signs made at them, etc.
- Indirect bullying: bullying that happens behind someone’s back, (spreading rumours, whispering, making signs to each other, stealing or damaging things without the person

knowing who is doing it, excluding someone indirectly, e.g. making up excuses about why they can't come rather than telling them directly).

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.

Isolated or one-off incidents of intentional negative behaviour, including a one-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's behaviour policy. However, in the context of this policy, placing a one-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be readily viewed and/or repeated by other people will be regarded as bullying behaviour.

This federation recognises that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs.

IDENTIFYING AND REPORTING CONCERNS ABOUT BULLYING

All concerns about bullying will be taken seriously and investigated thoroughly.

We aim to create a "telling" environment which means that children who report bullying are able to do so in a quiet place; having had the chance to calm down and with plenty of time given to say all they wish to say; to be accompanied by a supporter of their choice and with special consideration given to the communication needs of any child with SEN or who speaks English as an additional language.

Pupils who are being bullied may not report it but there may be changes in their behaviour such as becoming shy and nervous; feigning illness; taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or increased school absence. School teaching and support staff will be alert to the signs of bullying and ask open questions to help them find out if bullying is taking place.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way. All pupils will be encouraged to report bullying by talking to a member of staff of their choice; *anyone* who knows that bullying is happening is expected to tell the staff.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. When parents try to resolve bullying directly with pupils or their families it can lead to problems escalating.

At Park Hill, children can volunteer to receive training to become Anti-Bullying ambassadors and then support the school's anti-bullying work through leading play and lunchtime sessions and supporting children report bullying.

PROCESS FOR DEALING WITH BULLYING

Children, do at times, demonstrate unkind behaviour to each other. If these instances are isolated they will be dealt with within the realms of the behaviour policy.

If bullying has been identified it will be referred to Senior Leadership who will;

- Speak to all pupils concerned to make an informed and unbiased judgement.
- Decide on a course of action which offers support to the pupil who has been bullied within school such as social groups, one to one work or counselling.
- Inform all parents of children involved.
- Create an agreed course of action taking into account the wishes of the child who has been bullied; where there is a difference of opinion about the best course of action school senior leaders will make the final decision.
- Decide on consequences for the perpetrator and also any support needed.
- Complete a record of the incidents and actions taken and then follow up after two weeks to check on the impact of any action.

Given the seriousness that harassment is not just a moral issue but also a criminal offence for children over the age of 10, Park Hill and Thorns take every opportunity to intervene early by educating children about the consequences of their behaviour, responding to concerns raised and enforcing relevant policies. The school or family may need to involve other agencies, including the police, if behaviours come outside the scope of management by the schools' policies.

PREVENTATIVE MEASURES

We are committed to the following key principles of tackling and preventing bullying

- A positive school culture and climate which: is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment; and promotes respectful relationships across the school community
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that: build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying. This is done through our weekly PSHE lessons following the Jigsaw scheme and Taking Care lessons as well as circle time assemblies, whole school assemblies and, at Park Hill, the work of the Anti-Bullying ambassadors.
- Effective supervision and monitoring of pupils
- Support for staff

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy

The policy and methods for reporting bullying concerns will be promoted throughout the two schools, for example on the school websites, in information packs for new pupils and staff and through regular awareness raising activities with existing pupils and their families.

MONITORING, EVALUATION AND REVIEW

The Senior Leadership Team will lead on the implementation of the policy and act as the link person with the local authority.

Regular reports will be made to the governing body, including statistics about: the number of reported concerns; monitoring information about the pupils involved; motivations for bullying; actions taken and outcomes.

Statistical information will be provided to the local authority as required. The school will review the policy biannually and assess its implementation and effectiveness.

FURTHER INFORMATION and LINKS

For further information about current initiatives and resources to support the anti-bullying agenda visit the following websites:

- www.nspcc.org.uk
- www.anti-bullyingalliance.org.uk
- www.beatbullying.org

This policy has links with the behaviour policy; staff code of conduct; online safety policy and equality statement.

Appendix 1 Jigsaw Anti-bullying content

Age Group	Celebrating Difference	Relationships
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
Ages 5-6	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
Ages 6-7	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
Ages 7-8	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends

Age Group	Celebrating Difference	Relationships
<p>Ages 8-9</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>
<p>Ages 9-10</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules</p>
<p>Ages 10-11</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>