

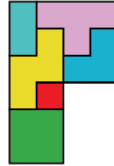
Early Years Assessment Centre
Eastmoor Road
Eastmoor
WF1 3SQ

Spinney Centre
Common Road
South Kirkby
WF9 3EA

Forest Wood Centre
Painthorpe Lane
Crigglistone
WF4 3HW

Thornes Centre
Lawefield Lane
Wakefield
WF2 8ST

**Pinderfields
Hospital PRU**
01924 298351



Hospital tuition
Children's Ward
Pinderfields Hospital
Wakefield WF1 4DG
01924 541947

Woodlands Centre
College Grove
Castleford
WF10 5NS

Limes Centre
Long Causeway
Stanley
WF3 4JB

Wrenthorpe Centre
Imperial Avenue
Wrenthorpe
WF2 0LW

Anti-Bullying Policy 2025-26

Chair of Management Committee
Signed

MISSION STATEMENT

At Pinderfields Hospital PRU we will:

- Encourage honesty, respect and trust
- Exercise discipline and self-control
- Feel safe, secure and happy in the school environment
- Develop our confidence and self-image to allow us to achieve our potential
- Ensure everyone is important and valued
- Promote healthy lifestyles
- Encourage understanding and acceptance of individual needs
- Offer continued support for a smooth transition to the next provision



OFSTED 2023 Overall Judgment = GOOD
Leadership & Management = Outstanding
Behaviour & Safety of Pupils = Outstanding
Achievement of Pupils = Good
Quality of Teaching = Good

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Philosophy

PHPRU promotes a safe learning environment where everyone feels able to enjoy and achieve and where success is recognised and rewarded.

- We aim to prevent bullying, so that all pupils are able to be happy and achieve
- We believe that PHPRU should be a place where pupils, staff, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect, in an atmosphere free from intimidation
- Everyone has a responsibility for safeguarding and promoting the well-being of all pupils and all staff have a duty of care, to ensure our pupils are protected from harm

Principles

The PRU will:

- adopt a definition of bullying that is agreed across the PRU
- have a consistent approach to any bullying incidents that occur
- raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy
- promote positive action to prevent bullying through our PSHE programme and related activities
- provide support for all members of the school community who may be involved in dealing with an incident of bullying
- provide appropriate training for both staff and pupils to support the implementation of the policy across the school
- ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

Definition of bullying:

'A persistent, deliberate attempt to hurt or humiliate someone, which is repeated over time and involves an imbalance of power, making it hard for those being bullied to defend themselves.'

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

At EYAC bullying is not a behaviour we expect to encounter with children of this age group but we would anticipate intervention to encourage the sharing of equipment, understanding of personal space, appreciation of the needs of others and the development of age appropriate social skills.

Types of bullying include:

- Physical - e.g. hitting, kicking, taking belongings.
- Verbal - e.g. name calling, insulting, racist remarks.
- Indirect - e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- Cyber - e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.

The lives of pupils who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence, they are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:

- non-accidental injuries (including self-abuse)
- low self-esteem, unhappiness, fear, distress or anxiety.

If unchecked, others may come to see bullying behaviour as acceptable within the school. It is not unknown for victims to become bullies of younger or more vulnerable pupils than themselves. Bullying can and frequently does have long term effects on victims which may affect their adult lives.

Cyber- bullying

Cyberbullying is defined as the use of ICT, particularly mobile phones and the internet, to deliberately upset someone else. 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 in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Cyberbullying can also affect members of school staff and other adults for example, staff being ridiculed, threatened and otherwise abused online by pupils.

Any cyberbullying incidents are recorded by the member of staff who has seen, heard or been spoken to about the incident. The completed E-safety Incident Report Form is passed immediately to the Designated Safeguard Lead. The DSL will then decide what further action needs to take place. This may include conversations with pupils, parents and other outside agencies.

Roles and Responsibilities

The headteacher is ultimately responsible for the well-being of all pupils and staff. All staff, pupils, parents and members of the Management Committee should be made aware of the policy alongside their general awareness being raised of the issues associated with bullying in schools.

The headteacher and Personal Development Leader are designated to oversee the safeguarding and well-being of pupils. Their role includes the following responsibilities:

- To ensure all staff are aware of the contents of the 'Anti-Bullying Policy' and that its procedures are adhered to, through regular training
- To ensure the use of appropriate assemblies, PSHE lessons and input from outside providers (e.g. theatre groups) to highlight aspects of bullying, including Anti-Bullying Week
- To monitor and record all reports of incidents of bullying and to liaise with parents
- Incidents of bullying with prejudiced related content or motivation will be addressed using the guidelines from Wakefield Local Authority
- To liaise with the police as necessary

School staff have the following responsibilities:

To

- be alert to any potential incident of bullying and intervene when instances are noticed
- report to the SLT using an incident slip, which clearly shows facts, allegations and actions taken

Pupils have the following responsibilities:

To

- ensure that previous victims of bullying are not isolated from groups of friends
- inform a member of staff that bullying is happening
- encourage the victim to join in activities and groups

Parents have the following responsibilities:

To

- contact the PRU immediately they know or suspect that their child is being bullied, even if their child has asked for “secrecy,” and work in partnership with the PRU to bring an end to the bullying
- contact the school if they know or suspect that their child is bullying another pupil
- share with the PRU any suspicions they have that bullying is taking place, even when it does not directly affect their child

The headteacher will decide how incidents of bullying are addressed. This may involve a Restorative Practice Conference which involves parents, or a school centred ‘No Blame Approach,’ both of which start with the principle that what is important is to solve the problem and not to punish the bully.

There

is a focus on the feelings of the victim, seeking other pupils, including the bullies, to empathise with the victim and provide support, giving pupils, including the bullies, responsibility for the resolving the problem. The victim has to agree to be involved in the process.

The No Blame Approach works through a progressive series of “steps”.

- Step 1 – Interview the victim and ask them to describe (words, picture, poem etc) the effect the bullying has had, and to agree what can be shared with others
- Step 2 – Meet with those involved, involving the group of the victim’s peers including bullies, bystanders and others. At the outset it is made clear that no-one is to be blamed and punished
- Step 3 – Explain the concerns, with the group listening to or seeing what the victim wishes them to know about the effects of the bullying
- Step 4 – Share the responsibility, with the group acknowledging what has happened and the feelings of the victim
- Step 5 – Ask the group for ideas, with individuals in the group, and group as a whole, asked for suggestions as to how they could help solve the problem and agreeing what action(s) they will take
- Step 6 – Leave the responsibility with the group to act on the suggestions they have made
- Step 7 – Arrange for the group to meet again, after an agreed period of time, to describe what has happened and if any further action is needed
- Step 8 – Ensure that all steps are logged and parents informed throughout the process

The Restorative Practice Conference employs a script which outlines;

- a specific format involving structured interviews prior to the meeting,
- ground rules for the meeting
- how to guide participants in drawing up a contract agreed and signed by all parties at the meeting

Allegations concerning staff

PHPRU believes that all members of the school community are entitled to protection from bullying. Inappropriate and bullying behaviour from or towards staff will not be tolerated.

Any staff disclosing information, regarding inappropriate behaviour by colleagues, will be listened to and supported by the headteacher, in line with the 'Whistle Blowing Policy'

Any pupils disclosing information, regarding inappropriate behaviour by staff, will be listened to and supported by the Headteacher.

Links with other policies

This policy has been developed and evaluated with a view to safeguarding and promoting the wellbeing of all staff and pupils.

It links with several policies and documents which can be read in conjunction, for example,

- Whistle Blowing policy
- Safeguarding Policy
- Behaviour and Attendance
- Whole School Community Charter
- E- Safety Policy (including Pupil Guidelines for Network and Internet Use and Responsible Internet Use Policy)

Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or in response to research, review or other events that have not previously been covered in depth.

The policy will be reviewed annually in consultation with all stakeholders. It will be submitted to the Management Committee, as part of the annual cycle of policy updates.

Technology	Advantages	Disadvantages
Video Streaming	Video in the classroom can really help create a clearer and more complete picture for students. YouTube is a great tool for this. Video clips can be found to compliment almost any lesson there.	Posting embarrassing, humiliating film of someone.
Play Games	Using mobile devices like iPads and tablets you can keep students involved with all sorts of educational games for just about any subject. Students can keep track of their progress and work to compete with other students to advance to the next level.	Name-calling, making abusive/derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.
Social Media	Students are already engrossed with social media outside of class, so bringing it into the classroom is sure to instantly grab their attention. You can use Facebook or Twitter to post a topic for discussion and get all students involved and interacting with one another. It's an easy way for them to share resources and help each other out.	Posting nasty comments, humiliating images/video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Blogging	Having students post their work in blogs is a great way to allow them to showcase all their hard work or works-in-progress. Students can help each other out by posting comments and suggestions for each other. Because students work will be publically posted you are likely to get higher quality work from them too.	Some of the disadvantages in blogging are that the public is able to look at your blog. However, many blog sites now have privacy settings which allow students and teachers the ability to designate who can post, who can view, and even who can comment.
Mobile Phone	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation and harassment. Taking and sharing humiliating and/or inappropriate images. Videoing other people being harassed and sending these to other phones or internet sites.

Emails	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.

The table below explores the range of ways today's technology can be used

Technology	Great for	Examples of misuse
Mobile phone	Keeping in touch by voice, text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence	Sending nasty calls or text messages, including threats, intimidation and harassment. Taking and sharing humiliating and/or inappropriate images. Videoing other people being harassed and sending these to other phones or internet sites
Instant Messaging Services	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chatroom and message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways e.g. by spreading secrets or blackmailing
Emails	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account e.g. to forward personal emails or delete emails
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Brining far-off places to life or video conferencing	Making and sending inappropriate content. Persuading or threatening young people to act in an inappropriate way. Using inappropriate recordings to manipulate young people

Social Networking Sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating, creating and uploading content	Posting nasty comments, humiliating images/videos. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else e.g. to bully, harass or get the person into trouble
Video hostings sites	Accessing useful educational, entertaining and original creative video content and uploading your own	Posting embarrassing, humiliating film of someone
Virtual Learning Environment	School site, usually available from home and school, set up for staff to aid tracking and recording pupil progress	Writing information for example of pupil's chronology, which could not be shared with parents
Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on hand held consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represents them in the virtual world	Name calling, making abusive/derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing the character. Forwarding unwanted messages to other devices in the immediate vicinity

Appendix 1 - Cyber-bullying

Key Safety Advice For Children & Young People

- Always respect others - be careful what you say online and what images you send
- Think before you send - whatever you send can be made public very quickly and could stay online forever
- Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends
- Block the bully - learn how to block or report someone who is behaving badly
- Don't retaliate or reply
- Save the evidence - learn how to keep records of offending messages, pictures or online conversations
- Make sure you tell:
 - an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
 - the provider of the service; check the service provider's website to see where to report incidents;
 - your school - your keyworker or other staff can help you

Finally, don't just stand there - if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Key Safety Advice For Parents & Carers

- Be aware, your child may as likely cyber-bully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use
- Talk with your children and understand the ways in which they are using the internet and their mobile phone
- Use the tools on the service and turn on in-built internet safety features
- Remind your child not to retaliate
- Keep the evidence of offending emails, text messages or online conversations
- Report cyber-bullying:
 - Contact your child's school if it involves another pupil, so that they can take appropriate action
 - Contact the service provider
 - If the cyber-bullying is a potential criminal offence, you should consider contacting the police