

# Prenton Primary School

## Anti-bullying Policy



This policy is to be read in conjunction with the leaflet on bullying which is given to all children and parents in school and in conjunction with the following policies

- Behaviour
- Equal opportunities
- School code of conduct
- Sex and relationships policy
- Special needs policy
- Able children policy
- Race Equality policy
- Disability Equality Statement
- Health and safety policy
- P.S.H.C.E.E./Citizenship policy
- Wirral Anti-Bullying guidance
- Wirral LEA behaviour support plan
- School Development plan
- Curriculum policy
- School mission statement

**These policies reflect the ethos and culture of the school, which is supportive and inclusive.**

The staff at Prenton Primary School agreed to the following definition of bullying. This definition was produced in consultation with the whole school community.

*“Bullying is the dominance of one pupil by another, it is generally part of a pattern of behaviour rather than an isolated incident”.*

*DFES Circular 10/99*

Some of our children have also created their own definitions of bullying:

*“Bullying is when someone keeps picking on you and trying to be mean. They find it funny when they can see that you are unhappy about it. It is when the same person does this to you three times or more.”*

**(Source: Key Stage 1 pupils.)**

*“Bullying is constantly doing something to hurt another person. It can be acting differently when an adult is there to when no one is around. It can be little kicks of your chair or sly looks as they walk past you in class or trying to put the blame on you when they know that you have done nothing wrong. It can also be spreading rumours about you.”*

**(Source: Key Stage 2 pupils)**

Bullying is an abuse of power and those being bullied can be too intimidated to defend themselves. Bullying happens everywhere and in every school, it happens in our school. What is important is the way in which we deal with it.

### **Aims**

- To ensure that all those connected with the school understand what is meant by the term “bullying” and are made aware that bullying behaviour will not be tolerated under any circumstances.
- To prevent and deal with any behaviour deemed as bullying.
- To promote a school ethos where bullying is regarded as unacceptable by everyone.
- To ensure a safe and secure environment is created in which everyone is able to learn and work.
- To nurture the values of responsibility, duty and respect, both for oneself and for others.
- To provide a transparent, easily understood system for responding to reported incidents of bullying including homophobic language and racism.

### **Objectives**

- To encourage children to develop their self esteem.
- To accept and value differences.
- To develop confidence to express thoughts and emotions.
- To encourage children to share ideas about self help strategies.
- To provide a recognised series of actions to be taken when dealing with any incident.

### **Raising Awareness**

All pupils, staff (teaching and non teaching), governors, parents and members of the wider school community will be made aware of the anti-bullying policy through P.S.H.C.E.E lessons, assemblies, newsletters, notice boards, Parent and School Council circle time, parents and governors meetings. The school recognises that bullying can come in many different forms and racism and homophobic language is dealt with by all members of staff.

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### **Racist Bullying**

*Racism is when someone is treated differently or unfairly just because of their race or culture. This can be anything from a joke or comment about a person's nationality or religion to leaving a person out of a game because of their skin colour, through to an act of violence or a threatening or inappropriate behaviour or messages.*

**(Source: Childline website – 2016)**

### **Homophobic or Gender Variant Bullying**

*Homophobic bullying is behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation.*

*The main factors which influence whether or not a person is a target of homophobic bullying are:*

- *People perceive that you have a particular sexual orientation, because you fit lesbian, gay or bisexual stereotypes. These stereotypes are based on a societal basis involving traditional gender roles or traits that are inaccurate. E.g. softly spoken boys or girls with short hair.*
- *You defend the civil rights of sexual minorities*
- *You have LGBT friends or family*
- *You are perceived as being different to your peers or those in your local community*

**(Source: The Rainbow Project website)**

### **Who can I talk to?**

(Please see Anti-Bullying Steps document.) Children are encouraged to tell if they are worried about themselves or other children. This is stressed in the classroom as part of code of conduct work, in P.H.S.C.E.E, in assemblies and at school council.

If children still feel unable to talk to someone in school, the Head Boy and Head Girl, along with the Anti-Bullying Ambassadors operate a problem box where children can put in a note about their concerns. This is looked at on a daily basis.



### **Actions to be taken**

Incidents of bullying can be reduced if all members of staff, both teaching and non-teaching, follow and implement the behavioural management policy. The code of conduct should be referred to regularly and displayed around school. The collective worship planner contains elements of the code of conduct within its themes. Within the curriculum, provision is made in the P.S.H.C.E.E programme of work for issues to be discussed and strategies developed. Circle time is an effective tool for discussing issues and for children to raise concerns. The school will follow Wirral Local Authority guidance on Emotional Health and Well-being and will commit to the National project, Social and Emotional Aspects of Learning.

It is important for staff to know the children in their care, to observe relationships between the children. Look carefully for the child who may be isolated or who suddenly develops tummy pains, headaches or a reluctance to come into school. We ask parents to keep us informed of changes they may notice in their child so that we can be alerted to problems right away.

Liaise with the midday supervisors, they are sometimes aware of situations at lunchtime, or can help you to make observations on a particular child. Support staff on duty at playtime can also be an invaluable source of information.

It is important for staff on duty at playtime to monitor what is going on in the quiet areas of the playground and areas identified by the children as bullying "hotspots". Playground leaders and lunch buddies will be trained to recognise if children are feeling isolated.

Children are encouraged to tell if they are worried about themselves or other children. This is stressed in the classroom as part of code of conduct work, in Personal Social and Health Education, in assemblies and at school council. If children still feel unable to talk to someone in school we have a "Problem Box" for children to post their concerns. This is looked at on a daily basis. Vulnerable children will be invited to attend our lunch clubs, one of which is set up in each key stage.

School council is a vehicle for children to investigate and raise issues; for example "Where are the bullying hotspots?"

### **The "No blame approach"**

The "No-Blame" approach is a strategy that is used within school to good effect.

Briefly the routine is as follows

- The "victim" is asked what happened and how they feel about the situation.
- The "victim" is asked if they would be willing for this information to be shared and what they would like to see happen.
- A group of children are identified, among them the perpetrators, passive bystanders and supporters of the child.
- The children are told that no one will be blamed but that the "victim" is unhappy because... and the information is shared, stressing how the child is feeling but without naming anyone.
- The children are then asked for suggestions for tackling the problem and supporting the "victim".
- These suggestions are noted and an arrangement is made for another meeting shortly after to follow up events.

- The “victim” is supported at all times through the procedure and from time to time checks are made that he/she is now safe and that there have not been any repeat incidents.

It is important to note that the “bully” will also be supported as he/she may have issues that are affecting behaviour.

### **How do we respond to incidents of bullying?**

- Take any report seriously.
- Listen to the child. Never tell a child to go away and play or to ignore a situation. They can’t! Little problems soon become big ones in the mind of a child.
- Remain calm when dealing with an incident.
- Reassure and offer advice to the “victim”.
- Show disapproval of the bullying behaviour but NOT the bully.
- Report incidents or suspected incidents to the head teacher/deputy headteacher
- Give time to listen to both the victim and the suspected perpetrator and to deal with the relationship between them.
- Target the children to raise self-esteem maybe use lunch buddies or play leaders to help. Lunch club is also another option.
- Inform colleagues to ensure vigilance of either pupil or area.
- Ask Headteacher or Deputy Headteacher to inform both sets of parents and reassure them that the incident has been dealt with, disapproving of the behaviour and not the child and to also tell the parents if using the no blame approach.
- The appropriate member of staff will record the incident.
- Racist incidents are dealt with by the most senior member of staff in the building at the time and parents will be informed of any racist issue. Prenton Primary School does not tolerate racist behaviour of any kind and logs all incidents.
- Homophobic language is dealt with and not tolerated.

Talk to parents of those children whose behaviour continues to be unacceptable and to the parents of the children who have experienced bullying problems; helping with strategies for managing the situation and offering support from external agencies such as school nurse or child and family, if necessary.

## Sanctions

### Remember we are looking for a solution

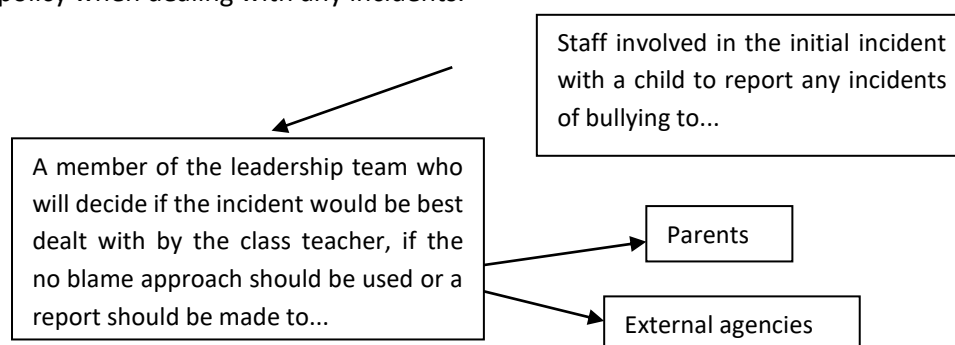
- Missing playtimes or parts of lunchtimes.
- Time out.
- Younger children holding an adult hand whilst walking around the play ground.
- Children writing a letter of apology.
- Discuss the behaviour with the child, but also involve other colleagues who might be aware of problems.
- Involve the parents at an early stage, keep a written log and keep the Headteacher informed.
- Involve outside agencies.
- Time out sessions at lunchtime may be necessary. If a child finds it difficult to remain calm and can recognise it, then an arrangement may be made for the child to come off the yard and have a quiet time inside; (lunch club).
- A fixed term exclusion may be necessary... **Exclusion of any kind is to be regarded as a last resort.**
- The school reserves the right (in consultation with the L.A. and the Governors) to the ultimate sanction of permanent exclusion.
- Corporal punishment is not a sanction within the Authority and must never be resorted to in any form.

**Almost every aspect of the way in which the school is run and how it relates to the community that it serves; influences the behaviour in a school. It is a combination of all these factors that give a school its character and identity.**

**Our aim must be to create a school community in which pupils do not begin to consider behaving in any other way than the one prescribed in our code of conduct.**

### Staff with responsibility for implementing the anti-bullying policy.

All staff in school have a responsibility towards children and should take account of this policy when dealing with any incidents.



All new staff to school will be given a copy of the anti-bullying policy as part of the induction procedure.

## **Implementation**

This bullying policy is presented to staff, governors and parents. All parents including new parents to school receive a leaflet with the headline issues explained.

Every teacher, at the start of every school year and at regular intervals discusses the behaviour policy and code of conduct with the children in class. It is good practice to remind children regularly.

Assembly planners have anti-bullying issues highlighted throughout the year.

P.S.H.C.E.E lessons have anti-bullying issues as part of the curriculum.

Circle time planning helps children discuss situations that may arise and gives strategies for dealing with them.

There are posters displayed around the school that raise awareness. School Council meetings have anti-bullying as an agenda item.

The anti-bullying policy will be supported through teaching across the whole curriculum, with particular reference to P.S.H.C.E.E and Citizenship. See long term planning.

## **Curriculum**

These issues will be developed through the curriculum planning for each year group.

## **Monitoring and Evaluation**

The Headteacher will have overall responsibility for ensuring that all staff adhere to the policy.

Each time there is a bullying incident a behaviour form will be completed by the member of staff dealing with the incident. These are held electronically.

This policy will be evaluated regularly at all staff meetings. The children at the School Council meetings will evaluate the success of the policy. Governors will also monitor the policy and the Headteacher will ensure that any serious issues are reported to Governors. The number and extent of issues raised in the "problem box" will contribute to the evaluation.

Questionnaires for children and parents will be issued as required.

The anti-bullying policy will appear annually on the Governors agenda.

## **Review**

This policy was adopted by the governing body and is reviewed annually.