

# Anti-bullying Policy



Preston Grange Primary School

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At Preston Grange Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure at school. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously.

In line with our school ethos and values, we feel that everybody within our school has the right to be an individual, feel safe, valued, protected and to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At our school, we acknowledge that bullying may happen from time to time. If bullying does occur, everyone is aware that incidents will be dealt sensitively, promptly and effectively in accordance with our anti-bullying policy.

### **Aims and Objectives of this Policy**

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created in which everyone can learn and work. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (Unicef RRSA, celebration assemblies etc) and proactive teaching strategies during PSHE lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.

- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

Bullying in any form will not be tolerated. It is our responsibility to ensure that if it occurs any incident of bullying is dealt with in line with this policy.

### **What is Bullying?**

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally.

Bullying can be short term or continuous over long periods of time. All types of bullying are treated extremely seriously at Preston Grange Primary School.

### **Types of Bullying**

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
Physical	pushing, kicking, hitting, pinching, throwing stones, biting, hitting, punching or any use of violence, taking or hiding someone's things
Racial	racial taunts, graffiti, gestures, making fun of culture and religion
Sexual	unwanted physical contact or sexually abusive or sexist comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
Cyber bullying	sending offensive text messages/emails, internet chat, social media misuse, misuse of associated technology ie. Camera and video facilities, iPad, games consoles
Disability Discrimination	Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

### **Reasons for being a victim may be related to:**

- Race/ religion/ culture
- Gender
- Disability or special educational needs
- Being a timid child on the edge or outside of a group

- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation

#### **Reasons for being a bully may be:**

- A victim of violence
- Bullied at home
- Enjoyment of power
- Enjoyment of creating fear
- Not allowed to show feelings
- Copying behaviour at home or seen on TV/other media
- Unhappy
- Insecure
- Self-hating

Children and adults from all backgrounds, cultures, races and sexes can be involved in bullying others.

#### **Bullying is not**

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

#### **Signs and Symptoms for Parents and Staff**

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering

- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under-perform in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- gives improbable excuses for any of the above

These signs and behaviours **could** indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

### **What can children do if they are being bullied?**

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Tell someone that they can trust – it can be a teacher, a teaching assistant, a member of the lunchtime team, a parent, a friend, or a relative.  
Generally it is best to tell an adult you trust straight away.
- When you tell an adult about the bullying give them as many facts as you can. This image can help you to do that.



- Don't suffer in silence. Tell yourself that you do not deserve to be bullied and that it is wrong.
- Try not to show the bully that you are upset. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. Bullies usually pick on individuals.
- Write down the problem if you don't feel you can talk to someone about it and put it in your class worry box.

### **What can children do if they know someone is being bullied?**

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

- Take action! Watching and doing nothing looks as if they are on the side of the bully.
- If safe to do so, let the bully know that their behaviour is unacceptable.
- Tell a member of staff as soon as you can.
- Encourage the person to talk to someone and get help.
- Try and befriend the person being bullied.
- Understand that adults will deal with the bully without getting them into trouble.
- Do not be, or pretend to be, friends with a bully.

### **Bystanders**

A bystander is 'a person who does not become actively involved in a situation where someone else requires help' (Clarkson 1996, p6) and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the sidelines and doesn't intervene or get help, even if someone needs it. Bystanders are those people who slow down to look at a traffic accident, but don't stop to offer assistance, the people who watch an argument on the street, and the crowd that gathers to watch a playground fight. They are the audience that engages in the spectacle,

and watches as a drama unfolds. Though they don't actively participate, they encourage the perpetrators, who will feel driven on by the audience.

Most of us have been a 'bystander' at some time. We justify it by saying that it's natural to be curious about unusual events; that there may be good reasons for not getting involved in other people's business, such as fear of getting hurt ourselves, and that we're not doing any harm. Bystanding is not passive; witnesses to bullying play very different roles, some more active than others, and these contribute significantly to what takes place.

'Doing nothing' does have a real impact on events and may cause harm. To tackle bullying we must understand the responsibilities of peer and adult bystanders who want to seek solutions to bullying and take action where it is needed.

### **How can bystanders help when tackling bullying behaviour?**

Research has clearly demonstrated that bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying, alongside reactive strategies to deal with bullying incidents when they occur. The risks of encouraging children to intervene in bullying situations must also be acknowledged. We adults must seek to model positive upstander behaviours at all times.

### **Upstanders**

Passive bystanders are people who choose, for whatever reason, to ignore the situation, or to do nothing about it. Upstanders are people who do something to try and improve the situation.

This is linked with the PSHE curriculum, children are taught what being a passive bystander looks like and how to be an upstander. We link this with our Rights Respecting School Award (RRSA) work and are working with the School Council to develop a child-friendly version of this policy to ensure that all children feel confident in following the four step interventions outlined below:

Direct – Use words or actions to stop what is going on.

Distract – Interrupt the interaction.

Delegate – Ask someone else to help.

Delay – Check-in after the interaction.

## **Consequences for Bystander Behaviour**

Bystander behaviour will be dealt with proportionately to the seriousness of the incident and the actions (or lack thereof) of the bystander.

## **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Preston Grange Primary School. They will be taken seriously by all staff and will be dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim is and feels safe.
3. Staff will listen and speak to all children involved about the incident separately.
4. The problem will be identified and possible solutions suggested.
5. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
6. Staff will reinforce to the bully that their behaviour is unacceptable and will not be tolerated at Preston Grange Primary School.
7. The bully may be asked to genuinely apologise, as appropriate to the child's age and level of understanding. Other consequences may take place and appropriate sanctions applied (in line with our behavior policy).
8. If possible, the pupils will be reconciled.
9. An attempt will be made, and support given, to help the bully understand and change his/her behaviour.
10. Incidents will be recorded by staff using CPOMs. Bullying incidents are logged and kept in a file in the Head Teachers office.
11. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
12. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
13. Bullying incidents will be discussed regularly at staff meetings.

14. The Head Teacher will present termly reports on serious bullying incidents to the Governors.

**Action to be taken to support the victim:**

- Environmental changes will be made if necessary – classroom, playground to ensure that child feels more secure.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns using CPOMs.
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be continually recorded on CPOMs.
- Key friends identified by the child will be asked for extra support.
- The child may attend a nurture group.
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of any further incidents.
- Parents may be invited into school so that action taken can be shared.
- The staff team will work together to assess whether the child needs support in the development of social skills – assertiveness, language skills.

**Action to be taken to support the bully:**

Type and method of support will depend on individual needs, age and maturity of the child.

- It may be suggested that the children involved meet with the support of their class teachers.
- It will be made clear to the child that their behaviour is unacceptable because of the effect that it is having on the other child.
- The child may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this may be addressed through discussion with parents.
- The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.

- Consequences and appropriate sanctions will be applied in line with our behavior policy.
- The child's parents or carers will be invited into school to discuss what has happened and how school have dealt with the situation.
- The child may attend a nurture group.

### **Role of Parents**

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in their child's education.
- If they feel their child may be a victim of bullying behaviour, to inform school. Their complaint will be taken seriously and appropriate action will follow.
- If they feel their child has been bullied by another child, we ask them to not approach that child or the child's parent on the playground, but to inform school immediately
- Not to advise their child to fight back. This will only make the problem much harder to solve.
- Tell their child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.

### **Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These will include:

- All staff aware of the anti-bullying and behavior policies
- Raising awareness through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 to support the anti- bullying policy

- Circle time on bullying issues (when appropriate)
- Questionnaires to find out children's views and perceptions of bullying within school
- Following national anti-bullying week in November each year and using resources created to accompany the focus theme each year
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Introduction of a confidential 'Worry' box where children can write and post their concerns and ideas
- Using praise and rewards to reinforce good behavior
- Reinforcement of a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

### **The role of teachers and other staff in school**

All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at our school. We ensure a whole school consistent approach when tackling bullying.

Teachers and teaching assistants communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.

If staff witness an act of bullying, they should investigate it themselves (and ensure a member of the Senior Leadership Team is informed) or refer it to the Head Teacher directly.

All staff use CPOMS to record incidents efficiently which builds up a chronological history and can be used to support staff in dealing with issues effectively.

Within our PSCH or Castles sessions we cover anti-bullying activities on a regular basis (see Castles curriculum overview) in the form of a 'Castles' lesson with activities on a weekly basis; planned sessions centre around bullying and how people can stop bullying, and if there are any signs of someone being bullied in school.

School also follows the national anti-bullying campaign each year in

November. If any incidental issues arise during the school year, we would cover any associated issues in Castles, assemblies and class. We would also refer incidents to our HLTA for Wellbeing Guidance & Support along with our Learning Mentor if we felt it was appropriate; children may also be included in Thrive or BU (Be Yourself) sessions in school.

All staff follow the principles set out in this policy in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

### **The role of the Head Teacher/ Deputy Head Teacher**

The Senior Leadership Team ensure all principles and roles set out are implemented. The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).

The Head Teacher keeps a record of any bullying if there are any incidents.

### **The role of governors**

The Governing Body requires the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.

The Governing Body will respond to any formal complaint from a parent/carer in line with our complaints procedure.

### **Linked Policies**

This policy should be read in conjunction with:-

Preston Grange Primary School Safeguarding & Child Protection Policy

Preston Grange Primary School Behaviour Policy

Preston Grange Primary School E-Safety Policy

Preston Grange Primary School SEND and Inclusion Policy

Preston Grange Primary School RSE Policy

Preston Grange Primary School PSHE Policy

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