

## Preston CE VC Primary Anti Bullying Policy 2018

This policy is linked with our Safeguarding and Child Protection Policy, Behaviour Policy and policies for Equality.

It is intended to eliminate discrimination, promote equality and foster good relationships.

### **Our Aims:**

We are committed to providing a caring, friendly and safe environment for all members of our school community so that teaching and learning can take place in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

If bullying does occur, all members of the school community should be able to report and know that incidents will be dealt with promptly and effectively. Anyone who knows, or suspects, that bullying is happening is expected to report it to the headteacher, or in her absence, to the next most senior person.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- All governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- Pupils and parents should be assured that they will be supported when bullying is reported; as a school we take bullying seriously and it will not be tolerated

### **Our definition of 'bullying'.**

Bullying is repeated aggressive, verbal, psychological or physical conduct, with the intention of hurting another person.

Bullying results in physical or emotional pain and distress to the victim.

Bullying can be:

**Emotional** - being unfriendly in an unkind way, excluding, tormenting (e.g. hiding books, threatening gestures, spoiling work)

**Physical** - pushing, kicking, hitting, pinching or any use of violence.

**Deliberate damage** to property, or theft of property - children may have their belongings damaged or stolen or have their work spoilt, for example.

**Threats** - these may be used in order that children hand over their property, obey an instruction or do not tell an adult.

**Cyberbullying** – via use of the internet (such as email & internet chat rooms; social networking site misuse etc), via mobile phones (threats or abuse by text messaging or calls) and the misuse of associated technology, i.e. camera or video facilities.

**Verbal** - name-calling, sarcasm, spreading rumours, teasing, taunting etc. Verbal bullying and any other form of bullying may be directed towards gender, sexual orientation (homophobic bullying), race (racist bullying), religion or belief, age, those who have a physical, social or mental impairment or disability or those who are undergoing or have undergone gender re-assignment (transphobic bullying). It is our duty to eliminate discrimination **in all forms** against people and to promote equality and foster good relations between all people.

Different roles within bullying can be:

- **The ring leader**, the person who through their social power can direct bullying activity
- **Associates**, who actively join in the bullying (sometimes because they are afraid of the ring leader)
- **Reinforcers**, who give positive feedback to the bully, perhaps by smiling or laughing
- **Bystanders**, who stay back or stay silent and thereby appear to condone or collude with the bullying behavior
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**Children must be made aware of these roles and see the part each role plays in creating the damage that bullying causes.**

### **Our reasons for a rapid and consistently robust response to Bullying:**

The whole school community has a responsibility to respond promptly and effectively to issues of bullying because bullying causes harm. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect and feel safe in the school environment. Pupils who use bullying behaviour need to learn different ways of behaving.

### **Signs and Symptoms**

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

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious, or lacking in confidence
- Is less able to speak up, reluctant to contribute in class or starts stammering
- Starts self-harming or stops valuing their own work – possibly in a destructive way
- Cries themselves to sleep at night or has nightmares
- Feels ill in the mornings; has tummy aches and headaches with no other signs of illness
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Repeatedly has money or other possessions that are "lost"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating or becomes fussy about food and eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a message is received on their phone or via the internet
- Produces school work that is inferior to their normal standard or shows a decline in progress.

This is not an exhaustive list. These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated

### **Whole school procedures to create a 'No Bullying' culture:**

The governing body supports the headteacher and staff in implementing the anti-bullying policy, monitoring the incidents of bullying that occur, and reviewing the effectiveness of the policy on a regular basis.

The governing body will respond within **five working days** to any complaint from parents that incidents of bullying have not been dealt with effectively by the headteacher. All such complaints must be made in accordance with the school complaints policy.

The headteacher offers a clear lead and active support to staff and children in the implementation of the anti-bullying policy.

There are regular curriculum opportunities to raise awareness of bullying, such as during PSHE sessions, circle time, school and class council, collective worship, assemblies, discussion and debating activities; exploration of themes through art, music and drama.

There are clearly understood procedures for handling any incidents of bullying.

Pupils know they are able to report bullying, as victims or as witnesses, in a range of ways that are confidential, varied and appropriate to all ages:

- Staff are approachable and will always listen sympathetically to children's concerns and make it apparent to all that no case of bullying is considered too trivial to warrant attention
- Children are aware that they may request a confidential 'meeting' at any time if they are troubled – with the headteacher or with any other member of staff
- Parents are able to contact the school in person, by telephone or by email
- Parents are given a 'same day' appointment with the headteacher to discuss any issue that may potentially be identified as bullying
- The headteacher or another member of staff is always available at the beginning of the school day
- Staff should report any concern directly to the headteacher and any concerns about the headteacher should be reported to the Chair of Governors (See Whistleblowing Policy and Safeguarding information)

Cases of bullying behaviour are brought out into the open so that the children know what has taken place and how it has been dealt with.

Procedures are in place to develop the emotional skills and knowledge of those using bullying behaviours in order to help and support them to stop and change their behaviour. These include:

- Reparation work in which the perpetrator meets with the victim to hear about the impact of the actions and in which a personal apology is often appropriate
- Work on an individual basis with a teacher or member of support staff to explore the link between emotions and behaviours.
- Work within a small group or class setting to examine behaviours more generally using Circle Time and SEAL strategies

### **Procedures to deal with an allegation of bullying:**

When someone makes an allegation of bullying:

- This should be reported to the headteacher
- The headteacher will record the allegation in the Record of Bullying

- A discussion will take place between the member of staff making the report and the headteacher to decide who will take the matter forward; this will vary according to individuals and circumstances but the headteacher will be kept informed of all further aspects of the case.
- A conversation will take place with the person who has made the allegation and the victim (if this is a different person) to establish the grounds on which the allegation has been made. It is important to establish times, places, people involved, witnesses and any other details as clearly as possible at this point.
- A conversation will take place with the alleged bully in order to establish any additional or contradictory information.
- Where there are contradictory accounts from the perpetrator and the victim, every effort will be made to obtain a clear account from another source.
- A conversation will take place with any other adults involved with the children's school life; this may either provide evidence to support the allegation or provide information that offers a different perspective.
- If appropriate, other children who may have either been involved in the bullying or witnesses to it will be asked about the situation.

Where the allegation of bullying is substantiated:

- Every effort should be made to ensure that the bully realises the impact of his/her actions and is held accountable for this.
- Parents of both perpetrator and victim should be contacted in order that findings can be shared.
- Sanctions should be decided (see below)
- A genuine apology should be sought and when possible, reparation work begun.
- It may be that further work is needed with either perpetrator or victim to help them to understand this behaviour and be able to move on in a positive way.
- It will be necessary to monitor the situation for some time after this stage – it is useful to include staff members with regular contact with these children in order that monitoring is as low key as possible.

Where the allegation of bullying cannot be substantiated:

- It is important to recognise the hurt that has been felt by the person who feels they are the victim.
- It is important to explain why this is not being treated as an incidence of bullying – this explanation should be for both child and parents.
- It is important to ensure that this person feels confident in coming forward with future reports if things happen again – the message that they must 'tell' should be clear and various options of people that they might 'tell' should be explored so that a plan is in place.

- Staff members should be alerted to the situation in order that the situation can be monitored. Any concerns should be reported to the headteacher.
- Conscious effort should be made to check with the child at intervals over the next weeks that their worries have not returned.
- It may be appropriate to meet with the alleged perpetrator to explain the hurt felt by the other child, even if bullying is not proven, and to facilitate reparation.
- It may be appropriate to carry out work to create a 'buddy group' around the child who has felt 'bullied'.
- An open mind should be kept in order that any future reports can be treated in a fair and equitable manner.

### **Sanctions**

Sanctions are applied fairly, proportionately, consistently and reasonably.

The purpose of sanctions is to:

- Impress on the perpetrator that bullying behaviour is unacceptable
- Deter him or her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.
- Show the victim that bullying will not be tolerated and will be dealt with seriously and fairly.

Those using bullying behaviours will be given the opportunity to reflect and to genuinely apologise.

The school is committed to finding a way forward for both victim and bully that supports them both and if possible, leads to reconciliation.

Sanctions will be decided following consultation with staff most closely involved with the child and, if necessary, advice will be sought from external agencies providing expertise in this field. Parents may be involved in this decision.

Sanctions will range from school based actions, such as the loss of privileges, free time and/or playtime, to fixed term exclusion in the most serious cases. Individual Behaviour Plans may be drawn up with the input of teaching staff, child and parents.

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

No child should be labeled a 'bully'.

### **Intended outcomes of this policy:**

#### **For children who experience bullying...**

- They know they will be heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with the bullying

- Steps are taken to make them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others

#### **For children who engage in bullying behaviour...**

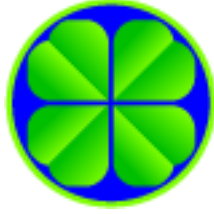
- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they caused

#### **For the school...**

- The whole school community is clear about the anti-bullying stance the school takes.
- Children understand what is meant by 'bullying' and are able to recognise its different forms
- All children are clear about the roles they can take in preventing bullying, including the role of bystanders
- Children are clear about the need to 'tell'
- Children, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
- Every chance is taken to celebrate the success of the anti-bullying work.

#### **For parents...**

- They are clear that the school does not tolerate bullying.
- They are aware of procedures to use if they are concerned that their child is bullied or does not feel safe to learn.
- They are aware of how the school will handle allegations of bullying
- They have confidence that the school will take any complaint of bullying seriously.



## What should I do about Bullying?

### A guide for children at Preston Primary School

#### Is it Bullying?

It is bullying if you feel hurt because another child or group of children are **repeatedly**:

- Calling you names
- Making faces or comments that make you feel small, unwanted or worthless
- Making fun of you or your work
- Treating you as if they have the right to decide what you can do and what you can't do
- Leaving you out and encouraging or telling others to leave you out
- Threatening you and making you unhappy or frightened
- Making you do things you don't want to do
- Making you give someone money or possessions when you don't want to
- Hitting, kicking, pinching or hurting you physically in some way
- Damaging your things or hiding them
- Spreading stories about you or your family
- Using text, email or online contact to write or say hurtful things
- Making fun of you or making you feel hurt because of things said about your ethnic background, the colour of your skin, your religious beliefs, gender, sexuality, disability, special educational need, appearance, or issues in your family.

**Preston Primary School does not tolerate bullying.**

**This is what we do about bullying:**

We make sure the person being bullied is safe

We work to stop the bullying behaviour happening again

We support the person who has been bullied



**When someone makes you unhappy, try to react calmly and report immediately:**

Try to stay calm and look as confident as you can

Be firm and clear - Tell the person to stop

Take yourself away from the situation as quickly as possible and, straight away, tell a trusted adult what has happened.

If you think it will be difficult to tell an adult, tell another child - ask them to go with you to tell an adult.

**If you feel you are being bullied:**

Tell an adult in your school AS SOON AS POSSIBLE

If you are worried about telling a teacher or an adult on your own, ask a friend to go with you

Tell your family

Keep on speaking until someone listens and does something to stop the bullying

Don't blame yourself for what has happened; it's not your fault you are being bullied.

**When you are talking to an adult about bullying, tell them:**

What has happened to you

How often it has happened

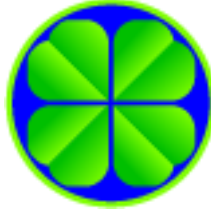
Who was involved

Who saw what was happening

Where it happened

Whether you have told someone else or done something about it already.

**Some people don't tell about bullying because they think it will make things worse. This is what the bully wants you to think. When all the adults at the school are aware of what is happening, they will work together to keep you safe.**



## **Anti-bullying Information for parents at Preston Primary School**

### **Is it Bullying?**

It is bullying if your child feels hurt because another child or group or children are **repeatedly**:

- Calling them names
- Making faces or comments deliberately to make them feel unwanted or to make their work seem worthless
- Threatening them and making them frightened
- Leaving them out and persuading others to do the same
- Belittling them and making them feel that they are worthless
- Making them hand over money or possessions when they don't want to
- Making them do things they don't want to do
- Hitting, kicking, pinching or hurting them physically in some way
- Damaging, stealing or hiding their possessions or spoiling their work
- Spreading stories about them or their family
- Using text, email or online contact to write or say hurtful things
- Making fun of them or making them feel hurt because of things said about their ethnic background, the colour of their skin, their religious beliefs, gender, sexuality, disability, special educational need, appearance, or issues in their family.

### **What should you do if you think your child is being bullied?**

Talk to school staff about bullying.

At this school your first contact point is your child's class teacher. Please note the following points:

- It will help to sort out what sort of action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of incidents.
- Be as specific as possible about what your child says has happened; give dates, times, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child.
- Let the school know if things improve - as well as if problems continue.

### **What will the school do?**

- The school will recognise that your child feels hurt because of the behaviour of another person
- The school will thoroughly investigate the allegation of bullying
- Where accounts of incidents and situations are not clear, staff will pursue all avenues of enquiry in an attempt to clarify what has happened
- The school will discuss its findings with you in an open and honest way

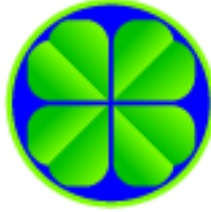
This school does not tolerate bullying. This is what we do about bullying:

- Work to make sure the person who has been bullied feels supported and safe.
- Monitor the welfare of the child who has been bullied and ensure appropriate additional support is in place if needed
- Inform the parents of the perpetrator(s) of the bullying
- Impose appropriate sanctions on the perpetrator of the bullying
- Take actions to ensure that the perpetrator of the bullying understands the impact of their actions
- Work to stop the bullying behaviour happening again
- Monitor the behaviour and remain alert to the possibility of re-offending

We do not label a child as a 'bully'; we recognise that, with support, children are able to achieve better understanding of themselves and others and make positive changes to their behaviour

### **Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:**

- Check with the school's anti-bullying policy to see if the agreed procedures are being followed.
- Make an appointment to discuss the matter with the headteacher. It would be helpful if you could bring as many details as you have to this meeting, including information about who your child has reported incidents to and how these have been handled.
- If you feel the headteacher has not addressed the issue, follow the steps outlined in our school complaints policy.



**Anti-bullying information sheet for staff at Preston Primary School**  
**Please make sure you are aware of our full Anti-Bullying Policy**

**If you receive a report concerning bullying behaviour, please follow these guidelines:**

- Take all reports of bullying behaviour seriously.
- Take time to listen carefully to everybody involved.
- Allegations of bullying should be notified to the headteacher, who keeps an overall record of bullying and reports the contents of this to the governing body
- If, following investigation, you feel that this issue **can not** properly be labelled as bullying, your reasons should be explained to the child and parents – and should be recorded and passed to the headteacher.
- Work with the child(ren) and/or sanctions can be put into place appropriately
- If, following investigation, you feel that this issue does meet the descriptors for bullying, decisions regarding next steps must be referred to the headteacher or deputy headteacher. Parents of both the victim(s) and the perpetrator(s) must be informed.
- The headteacher or deputy headteacher must make you aware of any actions to be taken as a consequence of the bullying – support for the victim/ sanctions for the perpetrator/ individual work to support either child/ wider work with groups or in class. **It is your duty to ensure these actions take place and impact of these is monitored.**
- Staff will be alerted to keep close watch on those involved at all times during the school day. **It is everybody's duty to report further concerns immediately they arise.**
- If appropriate, a special class council / circle time/ PSHE session should be arranged, to discuss issues anonymously.
- Monitor the situation over time – it can be useful to check-in occasionally with children who have been bullied, to ensure they feel safe, are suffering no adverse effect of having reported and feel able to report again.

**If you feel you are being bullied in the workplace please take action.**

Tell the headteacher or a trusted colleague, friend or family member about the bullying.

If necessary, use the school's Whistleblowing Policy. If the bullying is perpetrated by the headteacher, go directly to the Chair of Governors.

Try to keep a log of information as helpful evidence including names, places, dates, times and details of the bullying incidents.

**Don't suffer in silence.**

**Ensure you tell someone what is happening to you.**