



Princess May
Primary School

Anti-Bullying Policy

Date	November 2019
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Next review due by:	Every 3 Years (unless guidance changes)
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Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Princess May.

What is bullying?

- Bullying can take many forms
- It is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.
- It results in pain and distress to the victim.
- Children can instigate and participate in bullying
- Children can be the victim of bullying
- It is not a one off incident of friends falling out.

Bullying involves behaviour that is either physically or emotionally harmful, such as taunting, name-calling, making threats, excluding people from groups, hitting, kicking and damaging belongings directed at individuals because of gender, race, religion, culture or sexuality. It is harmful for all involved: not just the person who is bullied, but also to those who stand by. It can lead to lack of self-esteem, depression, anxiety and physical harm. **It is not a one off, it is when it happens repeatedly.**

Types of Bullying:

- Emotional - Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures or looks)
- Physical - Pushing, kicking, hitting, punching or any use of violence
- Racist - Racial taunts, graffiti, gestures
- Sexual - Unwanted physical contact or sexually abusive comments
- Homophobic - Because of, or related to, sexuality in a negative way
- Biphobia - Because of, or related to sexuality in a negative way
- Transphobia - Because of, or related to gender or transgendered identities
- Gender- sexism, stereotyping, misogyny
- Classist - Verbal abuse, mimicry, mocking clothing and belongings
- Disablist - Mockery, verbal abuse by name-calling, physical threats about a person's disability
- Verbal - Name-calling, sarcasm, spreading rumours, teasing
- Cyber – Bullying through any areas of internet/online means such as email, chat group misuse, mobile phone threats by text messaging or calls

Statutory Duty of Schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm**' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

How to recognise bullying

Signs, especially physical ones, are hard to identify, as the most frequent forms of bullying in schools are intimidation, threatening behaviour and name calling. Some signs and effects could include:

- Unexpected illness
- Desire to be with adults/clinginess
- Crying a lot
- Lack of appetite
- Reluctance to go to school
- Damaging clothing
- Fear of going out alone e.g. toilet, playground
- Isolation, depression, being withdrawn and having fewer friends
- Lower self-esteem and self confidence
- School absenteeism and deterioration in school work
- Less willing to participate in the classroom or socially

Our approach to Bullying

At Princess May we believe that there are components to effective anti-bullying practice. These are: Preventing bullying incidents and Responding to bullying incidents.

Punishing bullies does not end bullying. At Princess May we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not liked. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

Our Anti-Bullying Policy and practice includes a range of strategies adapted to suit particular incidents through a whole school approach including:

- Ensuring that the whole school understands what bullying means
- Making it clear that no bullying of any kind is tolerated
- Allowing children to report incidents without feeling they are telling tales

- Incidents are taken seriously, investigated and acted upon using clearly defined procedures
- Systematic recording of incidents using CPOMS helps us to review and evaluate policy and practice
- Peer Support systems – developing listening, social skills, self-esteem, and confidence building and befriending programmes
- Programmes of lessons in the school curriculum and weekly Wellbeing Time – sharing skills and experiences
- Whole School Assemblies – to raise awareness and provide a whole school focus for bullying and to keep positive peer interactions as a consistent theme throughout the school.
- Induction for all new staff
- Annual whole school review of procedures
- Training staff so that they can better identify and help vulnerable children and those who may be more at risk of bullying
- Circle of Friends – providing emotional support to vulnerable pupils who feel isolated
- Assertiveness Training – aiming to change the behaviour of pupils who are vulnerable to being bullied and to help them use verbal/ body language in a way that discourages bullying
- Use Of Sanctions – these might include: removal from class, detention, fixed periods of internal/external exclusion.
- Working with parents/carers to promote good behaviour, encourage involvement in promoting the school ethos, and consult over the school’s approach to bullying
- A Behaviour Policy for setting out clear guidelines for managing pupil behaviour in class and at break times
- Improving the school grounds so that they can provide safe, secure, active and easily supervised environment. All parts of the school playground are monitored using cameras.
- Place2Be – children can have a safe environment to share their worries/concerns at Place2Talk.
- Questionnaires for use with pupils, parents and staff and meetings with the School Council to gain an indication of the extent and nature of problems related to bullying and the effectiveness of the above procedures

Procedures

1. Report bullying incidents to staff.
2. Staff will Investigate the situation by talking to all the:
 - Children involved
 - Witnesses
 - Staff members
3. Record on CPOMS the situation from:
 - Children involved
 - Staff involved
4. Pastoral Team or SLT will respond to CPOMS report and the young person who acted in a bullying way by:
 - Ensuring that he/she recognises his/her behaviour and how it affects others

- Applying appropriate sanctions (e.g. detentions, exclusion from specific areas of the school premises (e.g. football pitch, playground), internal or external exclusions
- Guiding, supporting, advising and offering strategies to change behaviour
- Insisting that full responsibility is taken for wrong actions and helping them to actively make amends
- Involving parents
- Involving external agencies when necessary.

5. Class teacher, SLT, Pastoral Team or Place2Be will respond to the child who is bullied, hurt or upset by:

- Actively listening to their concerns restoring self-esteem and confidence
- Offering support and strategies to deal with unwanted behaviour (including referral to Place2Talk
- Protecting the child and ensuring their safety
- Involving parents as and when necessary
- involving external agencies to support child as appropriate
- Reinforcing the wrong doing and the need for the behaviour change.

6. Respond to the situation and prevent other situations by providing a foundation for children to explore issues through the curriculum (PHSE).

7. Review the situation (if necessary) with:

- Children involved
- Parents and others where appropriate

8. Monitor and evaluate

- Regular review of the anti-bullying and behaviour policies
- Policy issues raised through school and class councils meetings.

This policy was developed in full consultation with all staff, pupils and governors. The effectiveness of this policy will be monitored annually through our behaviour surveys with parents/carers, staff and pupils. The policy will be promoted and implemented throughout the school as part of our briefing or staff training programme.