

# PRENTON PREPARATORY SCHOOL

## ANTI BULLYING POLICY

This policy has been developed with regard to DfE non statutory advice published in 2014 as well as previous guidance “Safe to Learn; Embedding anti-bullying work in schools”. It is used in close conjunction with the school’s pupil behaviour policy

### **Aim of the Policy**

To develop and implement a whole-school policy addressing the problem of bullying, in the context of the school aims, “Working in partnership with parents and within a friendly, secure and disciplined environment, to encourage every pupil to act with integrity, responsibility and concern for others”.

### **Objectives of the Policy**

- to clarify what bullying is;
- to aid the identification of true bullying;
- to state unequivocally that bullying is wrong;
- to state unequivocally that bullying is unacceptable at P.P.S.;
- to state that everyone has the responsibility to report and deal with bullying;
- to provide pupils, parents and staff with strategies to prevent bullying;
- to provide pupils, parents and staff with strategies and procedures to use if bullying does occur;
- to complement the school’s Pupil Behaviour Policy (including the Code of Behaviour), the Safeguarding Policy and the Staff Code of Conduct;
- to help maintain P.P.S. as a safe and supportive community in which all can thrive.

### **School Statement on Bullying**

- P.P.S. recognises that bullying occurs sometimes in every school. Our aim is to take a zero tolerance approach to bullying and to deal with it speedily and effectively whenever detected.
- Bullying in any form is unacceptable at P.P.S.
- All reports of bullying are taken seriously at P.P.S.
- We recognise that bullying can become a serious safeguarding concern.

### **What is Bullying?**

- Bullying is usually repeated, hurtful behaviour by a pupil(s) that makes a victim feel uncomfortable or threatened whether it is intentional or not. Usually it is difficult for victims to defend themselves.

### **Why is Bullying Wrong?**

- Bullying denies pupils the right to feel secure and happy at school;
- Bullying makes pupils unhappy, anxious, withdrawn or feel isolated;
- Bullying destroys self-esteem;
- Bullying affects pupil school work;
- Bullying can be a major cause of psychological harm.

### **What Constitutes Bullying?**

#### **Physical Bullying**

- Hitting, kicking, taking belongings, using missiles, biting, pushing, knocking out of the way, intimidation, threatening gestures.

#### **Verbal Bullying**

- Verbal insults, swearing, name calling, teasing, threats, racist, religious, cultural or gender abuse.

### **Indirect/Emotional Bullying**

- Spreading rumours, exclusion, tormenting, being unfriendly, deliberate silence.

### **In What School Context Does Bullying Occur?**

*(It is recognised that bullying outside P.P.S. can have an impact on bullying in school).*

### **Common risk times when bullying may occur are:**

- before school in the front of the building or in the Early Care;
- in between lessons around the school;
- at lunchtimes in the classrooms;
- at lunch breaks in the playground;
- at games;
- on the way to games;
- on school outings or trips;
- in after school care;
- cyber-bullying – via e-mail, text message or chat rooms (see also Anti Cyber-bullying Policy)

### **Some characteristics of those who bully are :**

- an aggressive approach to dealing with problems;
- a feeling of inadequacy;
- poor self-esteem;
- an ability to fit in with other pupils;
- selfishness expecting others to do what they want;
- an experience of difficulties at home;
- an insensitivity to others;
- physical strength;
- a lack of real friends;
- being easily led and dominated by others;
- a need to gain attention.

### **Some characteristics of those who are victims of bullying are :**

- a lack of friends;
- physical difference of some kind;
- intellectual difference of some kind;
- religious, cultural or racial difference
- a lack of self-confidence;
- shyness or timidity of nature;
- an inability to fit in with other pupils;
- unusual or inappropriate behaviour;
- an experience of over-protection at home;
- the need to bully others
- a need to gain attention;
- being new to the school.

### **Bullying can be perpetuated by :**

- difficulties in supervising all areas of school at all times;
- inadequate supervision by teachers and supervisors;
- adult reluctance to be involved;
- an inconsistency in the way it is dealt with;
- a culture of silence where pupils are afraid to speak up for fear of being a “grass” or receiving retaliation;
- pupil reluctance to be involved in stopping it to protect themselves;
- a lack of awareness of the Code of Behaviour.

### **Dealing With Incidents of Bullying**

- P.P.S. will take seriously and follow up any report of bullying, if and when incidents are reported. Little can be done if staff members are not made aware of the situation or find out long after the problem has got out of hand. Bullying can only be dealt with effectively if specific names, times and places are given.
- It is vital that an environment is created in which all pupils feel comfortable to bring their concerns to staff members, rather than fear that nothing will be done or that it will make the situation worse. Pupils can bring their concerns to staff members who will consider the problem and decide the appropriate course of action to take depending on the circumstances.
- a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm

### **What Should Pupils Do If They Feel They Are Being Bullied?**

- tell an adult (a Teacher, the Form Teacher, the Headteacher, a Lunchtime Supervisor, a Parent);
- tell a friend about it;
- try to stay away from the bully(ies) rather than react physically;
- try to show that they take no notice of the bully(ies);

### **What Should Parents Do If They Feel Their Child Is Being Bullied?**

- look out for common signs of bullying (unwillingness to go to school, anxiety, emotional distress, lack of appetite, sudden illness, becoming withdrawn, deterioration of school work, inability to sleep, regular loss of possessions, unexplained physical injury);
- ask their child directly if he/she is being bullied;
- listen to their child without passing judgment or jumping to conclusions;
- take seriously the problem expressed by their child;
- discourage their child from reacting physically or verbally in a manner that might make things worse;
- help their child develop non-aggressive, assertive strategies to cope in a bullying situation;
- keep a written record of events that cause concern;
- contact their child's Form Teacher in the first instance (the Form Teacher will consult other staff where necessary);
- accept the advice of the school and support the measures it take to deal with the problem;
- contact the Headteacher if, over time, their concerns about bullying have not been adequately address.

### **What Should Staff Members Do If The Bullying Is Reported Or Observed?**

- listen to the pupil or parent reporting the bullying;
- take seriously the pupil or parent reporting the bullying;
- take seriously the pupil or parent concerns and assure him/her that they will be addressed;
- agree with the victim or parent the likely course of action that will be taken;
- consult the Form Teacher in the first instance;
- the Form Teacher will initiate the course of action;
- the Form Teacher will inform the Headteacher and together a strategy to address the pupil or parent concerns will be decided upon

### **How Will The Bullying Be Addressed?**

- the incident or concerns will be investigated
- the pupil being bullied, alleged bully(ies) and other possible witnesses will be interviewed separately  
other staff members will be canvassed
- the extent of the bullying will be discerned;
- the parents of the victim will be informed about the outcome of the investigation and any further action that will be taken;
- appropriate action to protect the victim will be taken;
- appropriate action to ensure the bully understand that his/her actions are unacceptable and to stop further bullying will be taken;
- if appropriate, the parents of the pupil responsible for the bullying will be contacted;
- if appropriate, the victim and the bully will be interviewed together, the problem will be discussed and reconciliation attempted;
- the Headteacher will be informed about persistent bullying, further action taken and will become involved when he deems it necessary;

- all reports of bullying, all investigations, contact with parents and action taken will be recorded in pupil files under the section 'Incidents'.

### **What Action Will Be Taken To Help The Victim?**

- the victim's concerns will be taken seriously;
- he/she will be reassured that it is not his/her fault;
- he/she will be reassured that something will be done about it;
- advice will be given about avoiding the bully, dealing with any incidents of bullying in an assertive but non-aggressive manner;
- if necessary advice will be given about how to relate to other pupils or change behaviour that might encourage bullying.

### **What Action Will Be Taken To Deal With The Bully?**

- The bully's(ies') behaviour will be taken seriously;
- Unambiguous disapproval of his or her actions will be communicated and dealt with in a non-aggressive or non-humiliating manner;
- his/her behaviour will be discussed, allowing him/her time to reflect on what he/she has done;
- he/she will be encouraged to substitute positive attitudes and behaviour for his/her destructive, bullying actions;
- he/she will be told to avoid being in the vicinity of the victim or to act in a neutral way when close proximity is unavoidable;
- a public or private apology will be made to the victim;
- he/she will be praised for improved social behaviour;
- if necessary his/her parents will be informed and required to come to school to discuss the problem and support strategies to deal with it;
- if he/she persists in bullying he/she may:
  - be isolated from other pupils
  - have privileges removed
  - be put on detention
  - be refused participation in school events
  - be excluded from school temporarily or on a permanent basis.
  - in the case of cyber-bullying the pupil will be excluded from the school's network unless closely supervised in lessons.

### **Monitoring Bullying**

- monitoring and follow-up of bullying must be regular and medium-term;
- all staff will be alerted to true and serious incidents of on-going bullying and will monitor those involved as closely as possible, especially at the common risk times mentioned above;
- particular, close monitoring of incidents of bullying and allegations of bullying will be monitored by the Form Teachers who are responsible for overseeing monitoring in the school;
- the most sensitive cases will be closely monitored in consultation with the Headteacher.
- A record of any allegations of bullying or actual incidents of bullying will be kept in the Parent Teacher meeting file for three years.

### **Approaches at School to Prevent Bullying**

The school can help prevent bullying by:

- taking every opportunity to promote positively the ethos of the school as set out in the aims of the school, the Pupil Behaviour Policy and the Code of Behaviour, to promote consideration and respect for others;
- making sure that the Pupil Behaviour Policy and the Code of Behaviour are promoted and adhered to;
- using PSHE time to explore these policies and issues of social interaction;
- using PSHE time to develop pupil self-confidence and assertiveness;
- creating a positive environment in which positive behaviour and expectations are modeled by staff and in which pupils feel safe, able to report bullying
- providing adequate, consistent supervision at common risk times;
- revisiting the policies and principles as a staff;
- maintaining a positive and open partnership with parents.
- staff training in anti-bullying takes place on a regular basis on Staff days and through INSET courses.

### **Approaches At Home To Prevent Bullying**

Parents at home can help prevent bullying by :

- modeling for their child examples of good relationships where aggression and selfishness are not seen to reap rewards;
- providing and reinforcing clear, and consistent standards of behaviour for their child,
- maintaining a predictable, regular routine of daily life;
- teaching their child responsibility for self and others;
- teaching their child respect and consideration for self and others;
- teaching their child appropriate social skills and assertiveness;
- supporting the school in its aims and its attempt to develop a positive, consistent and disciplined environment.

### **Sanctions**

Although we anticipate that our behavior system works well through positivity and praise there may be occasional incidents where sanctions are required to deal with poor behaviour. In the case of serious or repeated issues, including bullying, the school will discuss the appropriate sanction with parents.

- loss of red marks / house points
- loss of break / lunch time playtimes
- be isolated from other pupils
- have privileges removed
- be put on detention, with work to be completed
- be refused participation in school events, including class trips
- in the case of cyber-bullying, exclusion from the school's network (unless closely supervised in lessons)
- be excluded from school temporarily or on a permanent basis

School keeps a record of serious behavioural issues and the sanctions imposed.

In the case of exclusions parents have the right of appeal in line with the school's complaints policy, Stage 2 and 3.

### **Staff Training**

All staff have training on anti-bullying and behavior management via the Educare portal and informally in staff meetings and INSET days. Support is offered if necessary from a member of the SMT.

### **Promotion of the Policy**

The Policy will specifically be promoted in :

- General assemblies, in story, discussion, prayer and song;
- Form assemblies;
- RE and PSHE lessons;
- Form time;
- Across the curriculum - in English (writing, literature), History (bullying nature of historical figures and their effect on the world), Religious Studies (bullying stemming from religious or cultural differences), Current Affairs, ICT.

### **Evaluation Of This Policy**

This policy will be evaluated annually and will be amended where necessary, initially by staff and then by the proprietors following discussion with the Headteacher.

Last reviewed: September 2017

Date of next review: September 2018

Member of staff responsible for review M. T. R. Jones