

# **Pleasant Street Primary School**



# **Anti-Bullying Policy**

**September 2017**

Review Date September 2019

*Pleasant Street Primary School pledges itself to be a place where uniqueness is celebrated and all individuals will find safety and respect for themselves, their families and their way of life.'*

## **Anti-Bullying Policy**

Written by: Mrs Cherie Gilchrist

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Review date: September 2017

### **Document Purpose**

This document reflects the values and philosophy of Pleasant Street School in relation to the protection and preservation of the well being of the children in our care. It sets out a framework within which teaching and non-teaching staff can operate, outlining the actions that must be taken when concerns arise.

### **Audience**

This policy reflects the consensus of opinion of the staff and was agreed at a meeting of the School Governors held on. It will be distributed to:

- All teaching staff
- All non-teaching staff

Copies of the policy are available in the Headteacher's office for:

- School Governors
- LEA Advisors and Inspectors
- Inspection teams
- Visiting teachers and students
- Parents

## **What is Bullying?**

Bullying is an action or behaviour, often repeated, that is taken by one or more children with the deliberate intention of hurting the other child, either physically, or emotionally. Bullying can be physical, verbal, emotional or sexual.

### **Health and Safety Guidance - Liverpool City Council**

Name-calling is the most common direct form of bullying although many pupils may not recognise it as such. Other common forms include:

- being physically hit or threatened
- being isolated or deliberately left out of groups
- racist or homophobic remarks or taunts
- being made the subject of malicious rumours
- having possessions taken, hidden or destroyed.

The threat of future action can be as frightening as the actual incidents themselves.

Gentle teasing can be a sign of affection. If, however, the recipient has made it clear that they do not like it and requests for it to stop are ignored, then it should be viewed as bullying.

Play fighting with a level of rough and tumble is a normal part of everyday play. If 'horseplay' is consensual, even if it ends in injury, it is not bullying. If there was a lack of consent at the beginning it may be a problem.

If two pupils of equal strength and power have an occasional fight or argument, this does not constitute bullying.

All staff are to be aware that pupils with Special Educational Needs are more vulnerable and often more likely to be the victims of bullying. They may require careful observation and consideration.

## **Aims and Objectives**

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which everyone acts with courtesy, respect and consideration and where bullying is regarded as unacceptable.
- To take positive action to prevent bullying occurring.
- We aim, as a school, to produce a safe, secure, happy and friendly environment where all can learn without anxiety.
- To produce a consistent response to any bullying incidents, which may occur.
- To make all those connected with the school aware of our opposition to bullying, and to make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To make sure there is an effective system of monitoring bullying incidents in place.
- To provide guidance on how bullying incidents should be responded to - quickly, consistently and effectively.

- To set out a programme of awareness raising and education on the issue with both staff and pupils.
- To ensure that the long term needs of both victim and bully are considered

### **Reporting and Monitoring Incidents**

In order to ascertain the extent and nature of any bullying problem all incidents should be referred to and recorded by the Phase Leader.

- Confirmed incidents of bullying must be shared with senior management at SMT meetings and monitored to ensure no further issues occur.
- Records will be kept and relevant information passed on to subsequent class teachers for monitoring purposes.

An annual summary file of incidents is to be collated to help monitor the effect of the policy and provide information on:

- the number of incidents reported
- age and gender of alleged bullies and victims (information kept anonymously)
- nature of the incidents - categories including physical, verbal, racist and emotional
- type of response made and how successful

Questionnaires are circulated to children on an annual basis, to judge how safe children feel in school and whether incidents of bullying are of concern to pupils.

Worry Box - This is located outside the Head Teacher's office on the ground floor of the building.

### **Guidelines and Procedures**

#### **Responding to Bullying Incidents**

All incidents of bullying should be treated seriously and procedures will be implemented as quickly as possible:

If witnessed by a member of staff

- Stop the incident and remove the aggressor from the situation.
- If the victim is hurt seek medical help i.e. from the first aider. If the injury is more serious consider casualty.
- Disperse any bystanders.
- Listen to both sides of the story but speak to all parties separately.
- Reassure the victim that they will be protected and that action will be taken.
- Pictures may be taken of any injuries or damage to property; as evidence in case of future denials or to use to help the bully to face up to the consequences of their action.
- Decide on an appropriate course of action.
- Documentation. All incidents should be documented using the attached form (Appendix 2)
- Inform the parents if this is appropriate.
- Do not be satisfied with excuses such as it was a joke or a game. Check the truth of such excuses with those involved in the incident.

If witnessed by a pupil

- Pupil's should be encouraged to report incidents of bullying to teaching/support staff
- The pupil should alert the nearest member of staff who can then follow the above procedure.

If a pupil tells a member of staff they are being bullied

- Listen to their story and take them seriously, no matter how trivial the incident may seem to you.
- Praise them for coming forward and telling you.
- No secrets. Make it clear from the beginning that you cannot keep what they have told you secret - you have to act.
- Take photographs if there are any injuries or tangible proofs of bullying.
- Talk to the accused pupil. If there is more than one pupil involved interview them separately, so the stories can be checked for consistency.
- Decide on what action should be taken - refer to phase leader
- Document the incident.

Bullying should never be condoned, but to prevent it happening we must try to understand why some children are led to display bullying behaviour.

All members of staff must exercise vigilance and monitor very carefully and objectively any incidents which may develop into bullying. These should be recorded along with any other behaviour issues in the class behaviour log/ phase leader records.

Parents and children are assured that all reports of bullying are taken very seriously and investigated in a consistent and objective manner. To help us in this task we will record incidents in a clear, commonly agreed format (see attached incident report sheet).

If bullying cannot be proved

It may be difficult to prove that bullying has taken place. In such cases the shared concern or no blame approaches may be useful to acknowledge that an issue of concern has been raised and to encourage all involved to find a solution together. Avoid punishing someone just to set an example if there is any doubt about what really happened. Document all incidents.

### **Sanctions**

Sanctions should be considered in proportion to the severity of the incident. Possible sanctions include:

- a verbal reprimand
- having a written record of the incident on file
- behaviour book
- a letter home
- letter of apology
- a meeting between the parents and the school
- assigning an older pupil to monitor the child/children or act as a buddy
- keeping the child/children in during breaks
- giving the child a task to do to compensate for the bullying behaviour

Sanctions will be agreed with the class teacher/Phase leader

In serious cases temporary or permanent exclusions may be considered for the safety of other pupils. Exclusions are a last resort and will be used in accordance with DfEE Circular 10/94 'Exclusions from School'.

Sanctions should be implemented consistently. They should not be humiliating or degrading. Remember to reward good behaviour. Encourage empathy for the victim. Try to avoid the bully feeling resentful and possibly causing more trouble. All cases should be treated on an individual basis, as the circumstances, participants etc will be different.

### **Anti-Bullying Education**

Anti-bullying education should be used to try to prevent bullying occurring and to tackle any bullying incidents as they arise. This will include work in the classroom and extra-curricular activities, which aim to increase all pupils' confidence and self-esteem. Direct work should include an exploration of attitudes and the identification and practising of appropriate ways of responding to bullying incidents.

#### Key stage 1

- develop and be able to practise simple ways of keeping safe and finding help.
- understand the importance of valuing oneself and others.
- begin to recognise the range of human emotions and ways to deal with these.
- begin to be able to cooperate with others in work and play.

#### Key stage 2

- be able to keep safe and use basic safety programmes.
- be able to accept responsibility for the safety of themselves and others.
- understand that actions have consequences for oneself and others.

Some possible suggestions for different approaches, which may be used to help the victim and the bully get over their experience, and possibly reduce the likelihood of the bully repeating their behaviour, are attached in Appendix A to this document. A combination of different approaches may be most effective.

### **Review**

The policy (including prevention strategies and incident procedures) will be reviewed annually through subjective impressions of the staff, pupils (questionnaires) and parents and using the collated incident sheets.

The Headteacher will report regularly to governors, who will be part of discussions regarding revisions to this policy.

#### Success indicators:

- Few or no reports of bullying
- Pupils reporting that they feel safe from bullying in school
- More pupils reporting that they feel the school is trying to something to prevent bullying
- Pupils reporting that staff respond effectively to bullying behaviour

## Appendix 1; Neighbourhood Schools' Shared Guidance on Bullying

### **Introduction**

The vision of our schools is of a community publicly committed to tackling the problem of bullying together.

This guidance aims:

- To promote a shared approach to bullying across the community
- To raise awareness of bullying and
- To promote safe, happy and friendly environments

Bullying can affect anyone, anywhere. It can affect children; adults; male; female; black or white. It can happen at school, at work, at home or in the street. It is unacceptable.

We are committed to raising awareness of all types of bullying, but this guidance concentrates on bullying by and towards children.

### **What is bullying?**

The nature and types of bullying are not always easy to define, and may change with access to technology etc. They may be:

- **Physical** Pushing, kicking, pinching and other forms of violence.
- **Verbal** Name-calling, sarcasm, spreading rumours, persistent teasing or threats.
- **"Digital" intimidation:** through the use of mobile phones, internet and email
- **Emotional** Excluding someone from friendship groups, tormenting, ridicule or humiliation.
- **Racist** Racial taunts, graffiti, gestures.
- **Sexual** Unwanted physical contact or abusive comments.
- **Repeated** Hurtful acts one-against-one or several-against-one.

Isolated hurtful acts may not necessarily constitute bullying - they may be part of children learning to live and play together with each other.

Young people have described bullying as:

- Name-calling
- Teasing
- Pushing, pulling, pinching or punching.
- Hitting and attacking.
- Stealing e.g. money, bags, clothing or possessions.
- Ignoring and leaving people out.
- Physical or verbal abuse relating to religion, gender/sexuality or race.

Acknowledging that a child is bullied for a reason may also be seen as justifying the bully's behaviour. For example, making a child lose weight so bullies will stop calling them 'Fatty' may suggest to a child that the bullying is his/her own fault. However, children who persistently ridicule and name-call may be storing up trouble for themselves in the future.

In its Healthy Schools guidance, the Local Authority suggests this definition:

*Bullying is an action or behaviour, often repeated, that is taken by one or more children with the deliberate intention of hurting the other child, either physically or emotionally. Bullying can be physical, verbal, emotional or sexual.*

All the signatories of this shared guidance agree and accept this definition.

### **Are Bystanders bullies?**

If people witness bullying and do nothing to intervene or report the incident, they might be regarded as complicit, and as educators, we should ensure that children understand this from the outset, though possible fear of intervention must also be taken into account in judging incidents.

### **Is racism bullying?**

Many children from across the UK are bullied because of the colour of their skin, or the nature of their race or faith.

Racial bullying, like all bullying, can be verbal, physical or emotional and can sometimes result in extreme violence and injury.

Children from minority cultural groups can be particularly vulnerable, because they display clear, recognisable differences for other children to pick on. Racist bullying can have a long-lasting effect on a child; sometimes children begin to hate their own culture and colour and lose confidence in themselves. Any form of verbal or physical harassment on the grounds of race or religion is against the law.

*Joanne, a 10 year old black girl at boarding school was being bullied by one girl in the class who kept saying she was 'like poo'. She had a friend who would stand up for her but it was getting her down and she was now not doing well in class.*

It should be noted that racism is not always bullying and bullying is not always racism. Institutional racism remains widespread across many sectors of British society. It is always worth mentioning that racist bullying does not always mean 'white against black', but may be 'black against white' or bullying between different cultural groups.

### **What are the effects of bullying?**

Bullying hurts. It is distressing and frightening. Children can become isolated and lonely. Over a period of time, children's self esteem can be affected. They may begin to feel demoralised and powerless to stop the bullying.

Bullied children may feel that it is their fault, that there must be something wrong with them. Their schoolwork can become affected as they lose concentration and perhaps begin to skip lessons. Sometimes the thought of going to school is so terrifying that children pretend they are ill or refuse to attend. A very few find life so unbearable that they attempt suicide. The effects of bullying can continue into adult life.

*"I was the absolute perfect target for bullying. I was interested in flowers and animals....I kept trying to think of all the ways in which I could commit suicide. It was a measure of my despair and unhappiness. It has given me a life-long aversion to bullies. I actually see it as a responsibility to take them on face-to-face."*

**Sir John Harvey Jones,  
Industrialist.**

There are those who say that bullying is "good" for a child. "It is a challenge," they say, "it helps children learn how to stand up for themselves. It never did me any harm." The point here is that either children or adults should have to

stand up for themselves against this sort of anti-social behaviour. On rare occasions, being bullied may result in children growing up into assertive adults. It will result in many more growing up into insecure, unconfident and unhappy adults. It is also likely that children who are bullied will grow up into overly aggressive adults who use bullying tactics themselves, continuing a cycle of anti-social behaviour within our society.

Children can also be affected by witnessing bullying. Children have told of feeling afraid to intervene in case the bully turns on them, but of feeling helpless and guilty for not doing so. They may not want to tell an adult, for fear of being accused of telling tales.

It should also be noted that, even bullying which may occur in widely spread incidents over time, can have a dramatic effect on children. In these instances, the 'waiting' for the next occurrence may be just as traumatic as the bullying itself.

Persistent and long term bullying can result in:

- Depression
- Low self-esteem.
- Shyness.
- Anger.
- Unwillingness to socialise or attend school.
- Poor academic achievement.
- Isolation.
- Self harm or threatened/attempted suicide.
- Bullying of others; the "cycle of abuse"

### **What are the signs of bullying?**

A child may indicate by their behaviour that he or she is being bullied.

*"I don't think bullies remember who they bullied. I think it's the bullied person who remembers who the bullies were".*

Sir Ranulph Fiennes, Explorer.

*"I used to try and steel myself but it didn't stop the fact that I used to get jumped on regularly and had to fight back all the time".*

According to the children's charity **KIDSCAPE**, if a child shows some of the following signs, bullying may be responsible and you may want to ask if someone is bullying or threatening them.

Children may:

- Be frightened of walking to and from school
- Change their usual route
- Not want to go on the school bus/beg you to drive them to school
- Be unwilling to go to school / feel 'ill' in the mornings
- Stop trusting people, including those who care for them
- Begin doing poorly in their school work
- Come home regularly with clothes or books destroyed
- Come home hungry (when dinner money has been stolen)
- Become withdrawn / start stuttering / lack of confidence
- Become distressed and anxious
- Lose appetite / develop eating disorder
- Attempt or threaten self-harm / suicide
- Cry themselves to sleep / have nightmares
- Have their possessions go missing
- Ask for money or start stealing (to pay the bully)

- Continually 'lose' their pocket money
- Refuse to talk about what's wrong
- Have unexplained bruises, cuts, scratches
- Begin to bully other children, siblings
- Become aggressive and unreasonable
- Give improbable excuses for any of the above

### **Why do children bully others?**

Research and investigations have found that children and adults may use bullying behaviour because they are insecure themselves. They may have low self-confidence and low self-esteem and are jealous of other people. The jealousy may stem from popularity, money, intelligence or looks. Bullies often feel inadequate and will cover up these feelings by trying to make other people look or feel worse. Other people bully because they are bullied themselves and it is a way of regaining some control in their lives.

Bullying should never be condoned, but to prevent it happening we must try to understand why some children feel the need to bully.

#### **A note about labelling**

It is easy to label an anti-social or aggressive child a 'bully' but we must remember that labelling a child in this way has its own repercussions. Children who are labelled often rebel by "living up to" that label and the behaviour is perpetuated.

Children who bully others have their own problem and reasons why they do so, and while bullying may be 'bad' and an unacceptable mode of behaviour, the child him/herself is not 'bad'. This implies an inability to change the unacceptable behaviour which is never the case. Children are not born 'bad' - they learn by example and, as humans we are all able to modify our behaviour, so we must always be aware of the language we use when dealing with incidents of bullying.

### **Promoting a shared approach**

#### **How can a shared approach help?**

A policy and programme of practice shared across the community by all our schools has a number of advantages:

- It shows that the community will not tolerate bullying of any kind
- It shows that the community is working together to tackle bullying
- It provides a network of support throughout the member organisations
- It shows parents that schools are working with the community to provide safer schools
- It helps the problem be tackled rather than moved from school to school or street to street
- It is a positive action against bullying aiming for a safer, happier and friendlier environment

When a parent seeks to enrol their child in any school in the area, that parent can be assured that the organisation has a clear and shared approach to tackle bullying. The parents of children being bullied will know that positive action is taken. The parents of children who bully will know it is not tolerated and that the problem will be addressed, not ignored. Children themselves, can be assured that there is a strong commitment to tackling and preventing bullying.

## **Monitoring and Evaluation**

The Schools in our Network will carry out annual consultations with each other for monitoring and evaluation purposes. This consultation will include:

- Monitoring the take-up of the policy and "Best Practice" procedures within our schools
- Monitoring existing anti-bullying activity carried out by our organisations
- Monitoring statistics relating to incidents of bullying (these are confidential and for monitoring purposes only)
- Monitor the effectiveness of support activities available within our network and through outside agencies.
- Provide an opportunity for discussion and suggestions relating to the effective management and minimization of bullying within our network

**Which organisations have agreed this shared approach?**

- St Patrick's
- St. Hugh's
- St. Cleopas'
- St. Anne's
- St. Clare's
- Pleasant Street
- Smithdown Primary
- Princes Primary
- St. Nicholas
- Windsor Street
- Kingsley
- St. Finbar's

## **Schools against Bullying:**

### **Our Shared Principles**

#### **Aims**

- To promote a secure, safe, happy and friendly environment free from threat, harassment and any other type of bullying behaviour
- To take positive action to prevent bullying occurring
- To show commitment to bullying by practising zero tolerance
- To inform children and parents of this policy and to develop a positive partnership to help maintain a bully-free environment
- To make staff aware of their role in fostering the knowledge and attitudes required to achieve the above aims
- To share good practice

#### **Responsibilities**

It is the responsibility of the organisation (including staff, governors or management):

- To implement procedures to confront bullying in any form
- To investigate instances of bullying as fully as possible
- To take appropriate action or refer the incident to an appropriate person
- To promote the use of teaching and learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication throughout the organisation
- To foster, by example, the values we believe in as an organisation
- To promote the use of interventions which are least intrusive and most effective
- To retain records of bullying and action taken for monitoring purposes as appropriate

It is the responsibility of children to:

- Refuse to accept that bullying is a normal part of life
- Speak out about incidents of bullying wherever possible
- Take some responsibility for the well-being of yourself and other children
- Report incidents of bullying

It is the responsibility of parents to:

- Be aware of the school's anti-bullying policy and procedures
- Provide positive role models for the children to aspire to
- Encourage non-violent behaviour and resolution of conflict
- Take allegations of bullying seriously
- Maintain a sense of proportion, trust the school and understand that these situations can be complicated to resolve
- Take steps to assure a bullied child that it is not his/her fault
- Try to accept, understand and help solve the problem if it is your child who is bullying
- Work together with the staff at the school to solve the problem
- Be aware that bullying can re-occur and if it does so it will be dealt with thoroughly
- Be aware that external conflicts are not the responsibility of the school, though we might try to help

## Appendix 2



### Pleasant Street Primary

#### Bullying Incident Report

**Date:**

**Time & place:**

**Alleged perpetrators (initials only):**

**Victim (initials only):**

**Details of incident:**

**Action:**

**Resolution:**

**Head/Deputy Head's signature:**



## Pleasant Street Primary School

Head Teacher: Mr. N Verdin

Dear

I am sorry to have to inform you that \_\_\_\_\_ was involved in a bullying incident today.

I am sure that, you will agree with us that bullying is unacceptable and that you will want to talk to me to make sure s/he understands the seriousness of such behaviour.

I would appreciate it if you would make an appointment to see me as soon as possible so that, working together, we may resolve this matter.

Please sign and return the slip below to confirm that you have received this letter.

Yours sincerely,

Mr. N Verdin  
Headteacher

.....

I have received your letter and would like to see you on:

.....at .....

or.....at.....

Signed.....  
Head/Deputy Head's signature