

Pleasant Street Primary School



Anti-Bullying Policy

September 2024

Review Date September 2026

Anti-Bullying Policy

'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.'

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 SLT 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.
- 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.

Written by: Emma Keogh

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Appendix 1

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:



Appendix 3

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.....