



Title:	Management of Bullying		
Status:	March 2020		
Owner:	Claire Hann-Perkins Head Teacher		
Nominated governor:			
Release date:		Valid until:	March 2021

This policy should be read and understood in conjunction with the following documents:

- Behaviour for Learning
- Equality Information Statement and Equality Objectives
- Teaching, Learning & Curriculum Policy
- Safeguarding and Child Protection Policy
- Personal, Social, Health and Economic Education (PSHEE) Scheme of Work

**Aim:**

At Preshute Primary School, we are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable and strive to ensure a safe, supportive and caring environment is sustained for all pupils. We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship, through the Christian values of love compassion, kindness, openness and respect. This ethos signals that we recognise that all children and families are unique. Our children come from a variety of backgrounds and also may have disabilities or additional needs. However, their uniqueness and similarities should be celebrated. As a school community, we celebrate and foster good behaviour and we challenge any that may fall below this. Therefore, every child and member of staff at Preshute should be valued and be able to learn and work without anxiety or fear from bullying. Through discussion and communication with staff, the School Council, governors, pupils and parents, we hope to ensure that all stakeholders understand what constitutes bullying and are aware of any warning signs that a pupil is being bullied in order that bullying is reported and challenged (refer to Appendices A) Pupils and parents should be assured that known incidents of bullying will not be tolerated.

**Principles:**

In line with the Equality Act 2010 it is essential that our school:

- Eliminates any unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advances the equality of opportunity between people who share a protected characteristic and people who do not share it, fostering good relation between those who share a protected characteristic and those who do not share it;
- Ensures children are aware of safe internet use.

**Definition – What is bullying?**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The four main types of bullying are:

- **Physical:** hitting, kicking, theft or damaging belongings;
- **Verbal:** name calling, insulting remarks, threatening comments, sexual comments, or making racist or homophobic remarks;
- **Indirect:** spreading rumours, excluding someone from a social group, or repeatedly giving nasty looks;
- **On-line or electronically (cyber bullying):** saying nasty things about another person either directly or indirectly or by posting images or making threatening or disparaging remarks or making fun of, or spreading rumours about a person or group. This can extend beyond the school day and may have a far wider audience than 1:1 bullying. It may involve the use of: text message, instant/direct messages (including messaging apps, email, Internet, game rooms, personal pages, social networking sites & chat rooms).

Bullying can also be a combination of the above types, including extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

### **Strategies to Prevent Bullying**

Everyone is responsible for ensuring that bullying is not tolerated at Preshute. As a community we have a complete commitment towards promoting and implementing the most effective strategies to prevent bullying.

These strategies include:

- Promoting a strong school ethos which encourages mutual respect and consideration for all individuals through 'Golden Rules' which are reinforced on a daily basis in Collective Worships/assemblies, classroom practice and at playtimes;
- Ensuring our curriculum reflects our equal opportunities policy in the Programmes of Study;
- Ensuring all staff, both teaching and non-teaching staff, are aware of vulnerable groups or individuals in school through regular communications under the direction of the SLT;
- Careful monitoring of behaviour and a swift response to any concerns to ensure any issues can be identified and resolved quickly;
- Promoting the self-esteem and confidence that children need to feel confident to ask for help if they need to;
- Ensuring communication channels are completely open for any child or parent with concerns;
- Ensuring the Anti-Bullying Policy is shared with all staff, parents (via the school website) and children (pupil version) so that they are clear on the anti-bullying measures in place, and the policy is reviewed annually to ensure it remains as effective as possible.

### **Response to bullying:**

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

Staff will:

- Try to establish whether or not bullying has taken place according to the definition and by considering the incidents from the victim's point of view and by establishing the facts, building an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate;
- A clear account of the incident will be recorded and given to the Head Teacher (please see attached form in appendix);
- Contact the parents/carers of both the victim and perpetrator if it is deemed appropriate;
- Provide parents and carers with feedback when deemed appropriate;
- Pupils who have been bullied will be supported by reassurance and regular support sessions, building on restoring their self-esteem and confidence;
- Use restorative justice practices to help bring resolution to the situation;
- Consider in the event of serious and persistent bullying, whether further steps may be deemed necessary. This may include the fixed term or permanent exclusion of a child in line with the LA's procedures and guidelines relating to exclusions.

## Appendix A

### Possible Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other safe guarding issues including but not limited to:

- **Physical:** unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, changes in sleep or eating patterns, stomach aches, headaches, bedwetting, starting to stammer;
- **Emotional:** losing interest in school, withdrawn, refusal to say why they're unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, signs of depression;
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, school grades begin to fall, 'losing' more items than usual or starts stealing, begins to target siblings, secretive, concentration difficulties, truancy, or sudden changes in mood or behavior, such as frequent tears or anger.

### The Protected Characteristics under the Equalities Act (2010)

- Age
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Disability
- Marriage and civil partnership
- Race
- Sex



### Pupil Incident Referral Form

Date of incident:		Time of incident:	
Reported by:		Date reported:	
Report completed by:		Level of Behaviour:	

Name of Pupil/s	Year	P	V

<b>Type of Incident</b>			
<b>Verbal</b>		<b>Physical</b>	
Name- calling		Kicking	
Taunting		Punching	
Mocking		Hitting	
Making Offensive comments		Pushing	
Teasing		Pinching	
Swearing		Other	
Other - please state		<b>Cyber</b>	
<b>Emotional</b>		Offensive text messages	
Offensive graffiti		Offensive emails	
Spreading Rumours		Other - Please state	
Being forced to do something against own will		<b>Playground game</b>	
Trans -phobic/homophobic		Specify game	
Other Please state			

If you feel the incident was in any way motivated by any of the following please indicate with a tick.

<b>Appearance</b>	<b>Disability</b>	<b>Home circumstances</b>	<b>Sexuality</b>
<b>Gender</b>	<b>Race/ethnic origin</b>	<b>Medical condition</b>	<b>Religion</b>
Bullying as linked to other incidents:			

**Brief description of incident**

**Agreed consequences**

<b>Action taken</b>	
Checked for earlier incidents	
Medical treatment 2 Notified parents/ carers	
Individual discussion with pupils involved	
Group discussions with pupils involved	
Notified Class teacher	
Notified parents/ carers	
Follow up support required from staff	
Report to SLT	

Follow up record

Date	Action Taken	Brief Description of Action	Outcome