

PUSS BANK SCHOOL & NURSERY



Anti-Bullying Policy

Reviewed: Autumn 2021

PUSS BANK SCHOOL AND NURSERY ANTI-BULLYING POLICY

This policy is divided into the following elements:

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MISSION STATEMENT

Our mission is to provide a safe, happy and exciting and engaging environment where the whole school community are challenged, within a rich and varied curriculum, to fulfil their personal aspirations and to make a positive contribution to society.

INTRODUCTION AND PRINCIPLES

This policy is a working document for the attention of all who are involved in the supervision of children at Puss Bank School and Nursery. It makes our working procedures explicit and has the full approval of the Local Academy Committee. It is available for parents and outside agencies who are interested in this aspect of the school's performance. This policy should be read in conjunction with the school's Behaviour and Discipline policy.

The statement of principles upon which this policy is based is also integral to the School's Mission Statement and Aims. Specific principles related to bullying prevention and behaviour are to promote: ***mutual respect; self-esteem; fairness; individual and collective responsibility; social inclusion and positive self-motivation***. These attributes will help to foster a school community which is fully committed to the following:

- The well-being of all pupils and adults
- Improved outcomes for all pupils, including vulnerable groups
- The elimination of all forms of discrimination, harassment and bullying
- Equality of opportunity
- Good relationships across the whole school community

WHAT IS BULLYING?

Although bullying is a subjective experience, and thus hard to define, it is important that we develop a shared understanding of what bullying is and how it differs from other forms of misbehaviour. At Puss Bank School and Nursery, we follow the guidance of The Anti-Bullying Alliance, which defines bullying as:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.

Bullying generally takes on one of four forms:

- Verbal
- Physical
- Indirect
- Cyber

Although not an exhaustive list, examples of bullying in schools include: racial bullying, homophobic bullying, cyber bullying and sexual bullying. Bullying can also be based on disability, ability, gender, appearance or circumstance.

WHO ARE THE BULLIES?

Children who bully others, or who are bullied, can come from any background. However, it is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. ***Understanding the difficulties facing some children does not mean that their behaviour can be condoned.***

CURRICULUM

We aim to prevent bullying occurring by teaching a comprehensive curriculum which explicitly looks at bullying in an age-appropriate way.

SIGNS AND SYMPTOMS OF BULLYING

Children’s experiences of bullying can vary greatly, and as a result their reactions to it will also differ which can make it hard for adults to spot if a child is the victim of bullying. However, below are some signs which could indicate that bullying is taking place. Adults should be aware of these possible signs and they should investigate if a pupil:

- is frightened of walking to or from school
- changes, or wishes to change, their usual routine to and from school
- is unwilling to attend school
- regularly feels ill in the morning
- standard of school work begins to decline
- returns home with damaged possessions
- has possessions which ‘go missing’
- asks for money or starts stealing money
- regularly ‘loses’ money

- has unexplained bruises/cuts
- becomes aggressive, disruptive or unreasonable
- is frightened to say what is wrong
- becomes nervous about using any form of cyber communication
- is bullying other children or siblings
- becomes anxious, withdrawn, or lacking in confidence
- starts stammering
- cries themselves to sleep at night
- attempts/threatens suicide/running away
- stops eating

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

PROCEDURES IN CASE OF BULLYING

Our main aim is to try to prevent bullying by delivery of our PSHCE curriculum, and then to intervene if we feel that bullying is taking place.

1. Sanctions will be used in responding to one off incidents of bullying which do not result in actual physical harm, e.g. a reprimand may be sufficient to deter a pupil from name calling or teasing.
2. For bullying which results in damage to property or person a serious response will be required where the deputy head/ headteacher will be involved and parents/ carers.
3. For bullying the involvement of parents/ carers at an early stage is essential.
4. All staff, including mid-days, record all incidents of bullying reported to them. This will allow us to see if what appears to be an isolated occurrence is part of a larger pattern of bullying and if the policy is being effective. A record will be kept and filled in appropriately. A copy of this record will be placed in the school behaviour log (paper) and another added to our Child Protection Online Management System (CPOMS).
5. The headteacher will inform governors of any incidents of bullying in the termly leadership report to governors.

All pupils are encouraged to report incidents of bullying and that such action by pupils will be considered as being responsible action and not condemned as 'tale-telling'.

Use of Sanctions

Any sanction which is imposed in response to a confirmed incidence of bullying must take into consideration the character of the individual(s) involved. Some sanctions will be effective with one child but inappropriate for another. Knowing the children well is an important part of any adult's role. Without a sound knowledge of the children in our care it is difficult to get the type of sanction right. As a result, there will be no prescribed sanction for bullying; rather each occurrence will be dealt with on a case by case basis.

Pupils who observe bullying

It is not the intention to encourage pupils to take on the role of vigilantes who "stop bullying"; but it is possible to motivate peer pressure so that pupils become responsible citizens for themselves and others by actively being against bullying behaviour. Pupils can be encouraged to be active bystanders by:

- not allowing someone to be deliberately left out of a group
- not smiling or laughing when someone is being bullied
- telling a member of staff what is happening
- encouraging the bullied pupil to join in with their activities or groups
- telling the bullying pupil to stop what they are doing
- showing the bullying pupil that they disapprove of his or her actions.

Observing pupils

In a supervisory situation, the adult is sometimes only able to observe interaction between pupils - s/he is not necessarily able to hear the content of the conversation. Sometimes, what looks like fighting or bullying can simply be rough-and-tumble play or "play-fighting"; this is something that children usually enjoy.

Children in play fights often:

- are smiling or laughing
- make 'mock ' blows or kicks which do not connect, or only do so softly
- take turns in chasing each other
- do so in the open, but are ignored by other pupils

Pupils who are being attacked or physically bullied often:

- frown or look unhappy or angry
- try to move away from the aggressor
- do not take turns, the aggressor maintaining the dominant role throughout the interaction.
- if in view of the other pupils, will get considerable attention.

Supervisors also need to watch for pupils who seem isolated, whilst recognising that some pupils are quite happy being by themselves.

BULLYING PREVENTION STRATEGIES IN SCHOOL

These strategies aim to improve awareness, understanding and behaviour by:

- Including anti-bullying messages in the PSHCE programme and cross-curricular links
- Using Circle Time as a vehicle for anti-bullying discussions
- Discussions with the School Council
- Inviting trained visitors to discuss the issues with particular groups of children
- Displays of commercial posters and pupils own work on anti-bullying around the school
- Making children aware of the negative connotations of the use of ICT in bullying
- Having a "playground friends and buddies" system operating so that children feel welcome on the playground.
- Having a range of organised activities on the playground for groups of children to become involved in.
- Conducting a self-esteem survey to make staff aware of individuals who may need targeted support.

- Reviewing the school's bullying prevention policy annually with the school council.

For more general guidelines for controlling behaviour and encouraging positive attitudes, see the Behaviour and Discipline Policy.

BULLYING OUTSIDE SCHOOL PREMISES

Head Teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it is investigated and acted on. The Head Teacher should also consider whether it is appropriate to notify the Police or Anti-social Behaviour Coordinator in their Local Authority of the actions taken against the pupil. If the misbehaviour could be criminal or poses a serious threat to a member of public, the police could always be informed.

Bullying outside of school between children who attend the school will be dealt with through the school's normal procedures. If the bullying is perpetrated by a child from another school, then the headteacher will endeavour to speak with the headteacher at the perpetrator's school.

By taking the measures outlined above, we endeavour to deal positively with any incidents of bullying. By encouraging children to speak out and by showing that we take it seriously, it will help to create an atmosphere in which bullying cannot flourish.

Sanctions are applied fairly, consistently, and reasonably taking account of any special educational needs or disability that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in the bullying may need support.

Puss Bank School and Nursery is well aware of its responsibility to teach children of the dangers of bullying by mobile phone or internet. Regular assemblies, Personal, Social, Health and Citizenship Education (PSHCE) curriculum and visits by Community Police raise awareness.

Parents/ Carers are informed immediately and the necessary steps taken to remedy the situation. A behavioural incident sheet will be completed.

Parents/ Carers are regularly informed via Paws for Thought, giving advice.

EQUAL OPPORTUNITIES

In all our teaching, and both formal and informal contacts with children, we aim to ensure that no child is discriminated against on the basis of gender, race, special educational needs, disability or social background, as defined by the protected characteristics in the Equality Act 2010. All our pupils should have an equal opportunity to access all aspects of the curriculum and school life.

Our school ethos can have a major influence on children's attitudes and can bring about positive change. The awareness and promotion of equality of opportunity and freedom from discrimination for all our children is paramount. This is an intrinsic part of all school documentation, whether stated explicitly in individual policy documents or not.

Appendices

PUSS BANK SCHOOL & NURSERY – BEHAVIOUR INCIDENT LOG

	Name	Class	Gender	Cared For / CP/ Ethnicity	
Child(ren) alleged to be experiencing/victim of behaviour					Location
Child(ren) alleged to be engaging/perpetrator of behaviour					
Bystanders					Did bystanders take an active part in incident?
Reported by:					Date Reported:
Investigated by					Date Investigated:

Account of incident (use and attach separate sheet if required)

Was positive handling used by adult(s)?	Yes	No	If yes, please complete the Positive Handling report
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Was this incident bullying? (circle)	Yes	No	Insufficient evidence to decide
Was this incident sexual harassment/assault?	Yes	No	Insufficient evidence to decide
Was this a racist incident?	Yes	No	Insufficient evidence to decide
Was this a homophobic incident?	Yes	No	Insufficient evidence to decide

On the basis of the information acquired, this is:

- A conflict or fight between two pupils *Continue to observe*
- Hurt feelings due to misunderstandings *Continue to observe*
- First notification of ongoing bullying *Follow bullying prevention procedures*
- Continuous/further incidents of bullying *Follow bullying prevention procedures*

Actions (use and attach separate sheet if required)

Adults involved in resolving/dealing with incident

- Class teacher Deputy Headteacher Learning Mentor
 Team Leader Headteacher Parent(s)/Carer(s)
 Other (please state) _____

Was the matter resolved?		Yes	No	Ongoing	
Review Dates:	Date:	Action to be taken:		By Whom?	Follow-up notes:
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Any Additional Notes