



# ANTI-BULLYING POLICY

This Policy covers the following Rights in respect of UNICEF's The Convention On The Rights Of The Child:

- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- **Article 14 (Respect for the views of the child):** Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.
- **Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- **Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes
- **Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- **Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- **Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way.

## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents and staff should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils, staff and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## What Is Bullying?

**The government define bullying as, ‘behaviour by an individual or group, usually repeated overtime, that intentionally hurts another individual or group either physically or emotionally.’**

Bullying is the use of aggression with the intention of hurting another person.

Bullying results in pain and distress to the victim.

Bullying may be towards anyone in the school community e.g. child, staff, parent and be by another child, member of staff or parent.

At Plymouth Grove we use acronym S.T.O.P (Several Times On Purpose). This links with the same acronym to use for the action children should take i.e. Start Telling Other People.

Bullying can be:

- Emotional      being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical      pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures, related to religion
- Sexual      unwanted physical contact or sexually abusive comments
- Homophobic/Biphobic/Transphobic because of, or focussing on the issue of sexuality or gender identity
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse

Mobile threats by text messaging & calls

Misuse of associated technology , i.e. camera & video facilities

- Personal      Related to home circumstances, disabilities, special educational needs, gender or appearance

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Adults affect bullying in three ways:

- We permit it by our lack of concern for victims and by not tackling incidents.
- We promote it by our attitudes and by allowing bullies to get away with it.
- We prevent it by taking action and by challenging bullying whenever it takes place.

Bullying is permitted by teachers when;

- Victims are ignored or blamed
- We do not listen to what children tell us.
- Victims who tell are told to sort it out themselves.
- Victims are too scared to tell.
- We encourage retaliation.
- There are no effective policies or procedures for dealing with bullying.
- Bullies know nothing will happen and gain power.

Bullying is promoted by teachers when:

- We are dismissive of what children tell us
- We are aggressive and sarcastic role models
- We humiliate children in front of their peers
- We pick on individuals or roll our eyes when they approach us.
- We are impatient with the less able or irritating children
- We are unapproachable and insensitive
- We do not set limits or consequences to bad behaviour
- Classroom management is poor.

Bullying is prevented by teachers when:

- We listen to children and encourage them to tell about bullying
- We are fair
- Differences between individuals are celebrated
- We raise children's self-esteem
- We are assertive, not aggressive role models
- Anti-bullying policies and procedures are devised and implemented.
- We act immediately to stop and condemn bullying, fighting or cruelty
- We keep records of incidents

- We do not blame victims for being bullied
- We encourage and reward good behaviour

## **Signs and Symptoms**

A child or adult may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a person:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

## Procedures

1. Report bullying incidents to staff
  - Pupils / parents should tell their class teacher in the first instance
  - This can be escalated to the team leader if the bullying continues
  - Further escalation to the senior leadership team for serious incidents and sanctions considered from the behaviour policy.
  - Staff members should report incidents of bullying to themselves, directly to the Headteacher using the CPOMS system.
  - Pupils should be encouraged to 'tell' and not be an accomplice bystander (STOP)
2. In cases of serious bullying, the incidents will be recorded by staff
  - Serious cases will be recorded onto CPOMS and will be shared with parents
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
  - Sensitivity should be employed in cases involving a vulnerable or SEN pupil
  - CFT or the SENDCo should be informed
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour
  - Referral for intervention
  - Referral for play/art therapy
  - CFT support
  - Set up role model as buddy
  - Work together with parents
  - Set up key adult
  - Use of assertive mentoring
  - Boxall profile
7. An analysis of the recorded information will be used by the Headteacher to observe any patterns and repeated or similar incidents
  - Use to plan assemblies
  - Use to enhance the PHSE curriculum
  - Use for staff training
8. Incidents of staff being bullied will involve the chair of governors and senior leaders.

## Actions

1. Staff training should take place annually
2. Annual review of policy
3. School councillors should be involved regularly in anti-bullying strategies to cascade into class
4. Regular assemblies and PHSE lessons will include anti-bullying, as well promoting and celebrating differences
5. Train staff and school prefects to observe corridors and stairways regularly
6. Conduct surveys annually for types and places of bullying
7. Revise lunchtimes to separate older and younger pupils
8. Role play situations, including how bystanders are part of bullying

## Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. See sanctions system of behaviour policy.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Delivery of PSHE curriculum
- Writing a class charter
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Having discussions about bullying and why it matters
- Staff training should take place annually
- Annual review of policy
- School parliament members should be involved regularly in anti-bullying strategies to cascade into class
- Regular assemblies and PHSE lessons will include anti-bullying, as well promoting and celebrating differences
- Train staff and school prefects to observe corridors and stairways regularly
- Conduct surveys annually for types and places of bullying
- Revise lunchtimes to separate older and younger pupils
- Role play situations, including how bystanders are part of bullying
- Child friendly behaviour policy.
- Pupil voice boxes in the classroom.

## A Common Language

We will also prevent bullying from happening by using a common language when challenging behaviour. See game, joke, and accident example below.

Teachers are often told by way of excuse, *'It was a game'*, or *'It was a joke'*, or *'It was an accident'*. Ask these questions to clarify what you are told:

*'It was a game'*.

Did everyone join in? Was anybody left out? Did they want to be left out? If it really was a game, then everyone should have been happy to play and those not playing would have chosen not to join in.

*'It was a joke'*.

Was everyone laughing? Did everyone find it funny? If it really was a joke, as alleged, then everyone should be amused.

*'It was an accident'*

Has someone gone to fetch help? Has anyone apologised? Is anyone comforting the person who has been hurt? This is what happens after a real accident. If it's not happening, then whatever happened was not 'an accident'.

## **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.