

## Prenton Primary School

### Anti-Bullying Policy



This policy is to be read in conjunction with the leaflet on bullying which is given to all children and parents in school and in conjunction with the following policies

- Behaviour
- Equal opportunities
- School code of conduct
- Sex and relationships policy
- Special needs policy
- Able children policy
- Race Equality policy
- Disability Equality Statement
- Health and safety policy
- P.S.H.C.E.E./Citizenship policy
- Wirral Anti-Bullying guidance
- Wirral LEA behaviour support plan
- School Development plan
- EDP
- Curriculum policy
- School mission statement

**These policies reflect the ethos and culture of the school, which is supportive and inclusive.**

The staff at Prenton Primary School agreed to the following definitions of bullying. This definition was produced in consultation with the whole school community.

*"Bullying is the dominance of one pupil by another, it is generally part of a pattern of behaviour rather than an isolated incident".*

DFES Circular 10/99

*"Bullying is when someone keeps picking on you and trying to be mean. They find it funny when they can see that you are unhappy about it. It is when the same person does this two or three times or more."*

Key Stage 1 pupils.

*"Bullying is constantly doing something to hurt another person. It can be acting differently when an adult is there to when no one is around. It can be little kicks of your chair or sly looks as they walk past you in class or trying to put the blame on you when they know that you have done nothing wrong. It can also be spreading rumours about you."*

Key Stage 2 pupils

Bullying is an abuse of power and those being bullied can be too intimidated to defend themselves. Bullying happens everywhere and in every school, it happens in our school. What is important is the way in which we deal with it.

### **Racist Bullying**

Racism is when someone is treated differently or unfairly just because of their race or culture. This can be anything from a joke or comment about a person's nationality or religion to leaving a person out of a game because of their skin colour, through to an act of violence or a threatening or inappropriate behaviour or messages.

(Childline website - 2016)

### **Homophobic or Gender Variant Bullying**

Homophobic bullying is behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation.

The main factors which influence whether or not a person is a target of homophobic bullying are:

- People perceive that you have a particular sexual orientation, because you fit lesbian, gay or bisexual stereotypes. These stereotypes are based on a societal basis involving traditional gender roles or traits that are inaccurate. E.g. softly spoken boys or girls with short hair.
- You defend the civil rights of sexual minorities
- You have LGBT friends or family
- You are perceived as being different to your peers or those in your local community

The Rainbow Project website

## **Bullying of Vulnerable Children**

Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer.

DFE leaflet for supporting bullied children

## **Preventing Bullying at Prenton**

All pupils, staff (teaching and non-teaching), governors, parents and members of the wider school community will be made aware of the anti-bullying policy through PSHE (Circle Time) lessons, assemblies, newsletters, notice boards, School Council, parents and governors meetings.

Every teacher, at the start of every school year and at regular intervals discusses the behaviour policy and code of conduct with the children in class. It is good practice to remind children regularly.

Assembly planners have anti-bullying issues highlighted throughout the year.

P.S.H.E lessons have anti-bullying issues as part of the curriculum.

Circle time planning helps children discuss situations that may arise and gives strategies for dealing with them.

There are posters displayed around the school that raise awareness.

School Council and Anti-Bullying Ambassador meetings have anti-bullying as an agenda item.

The anti-bullying policy will be supported through teaching across the whole curriculum, with particular reference to P.S.H.E and Citizenship. See long term planning.

## **Who can I talk to?**

(Please see [Anti-Bullying Steps document](#).) Children are encouraged to tell if they are worried about themselves or other children. This is stressed in the classroom as part of code of conduct work, in Personal Social and Health Education, in assemblies and at school council.

If children still feel unable to talk to someone in school, the Head Boy and Head Girl, along with the Anti-Bullying Ambassadors operate a problem box where children can put in a note about their concerns. This is looked at on a daily basis.



## **Implementing Our Anti-Bullying Policy**

Incidents of bullying can be reduced if all members of staff, both teaching and non-teaching, follow and implement the behavioural management policy. The code of conduct should be referred to regularly and displayed around school. The collective worship planner contains elements of the code of conduct within its themes. Within the curriculum, provision is made in the P.S.H. E programme of work for issues to be discussed and strategies developed. Circle Time is an effective tool for discussing issues and for children to raise concerns. The school will follow Wirral Local Authority guidance on Emotional Health and Well-being and will commit to the National project, Social and Emotional Aspects of Learning.

It is important for staff to know the children in their care, to observe relationships between the children. Look carefully for the child who may be isolated or who suddenly develops tummy pains, headaches or a reluctance to come into school. We ask parents to keep us informed of changes they may notice in their child so that we can be alerted to problems right away.

Liaise with the midday supervisors, they are sometimes aware of situations at lunchtime, or can help you to make observations on a particular child. Support staff on duty at playtime can also be an invaluable source of information.

It is important for staff on duty at playtime to monitor what is going on in the quiet areas of the playground and areas identified by the children as bullying "hotspots". Playground leaders and lunch buddies will be trained to recognise if children are feeling isolated.

### **How do we respond to incidents of bullying?**

- Take any report seriously and investigate it fully.
- Listen to the child. Never tell a child to go away and play or to ignore a situation. They can't! Little problems soon become big ones in the mind of a child.
- Remain calm when dealing with an incident.
- Reassure and offer advice to the "victim".
- Show disapproval of the bullying behaviour but NOT the bully.
- Report incidents or suspected incidents to the head teacher.
- Give time to listen to both the victim and the suspected perpetrator and to deal with the relationship between them.
- Target the children to raise self-esteem maybe use lunch buddies or play leaders or anti-bullying ambassadors to help. Lunch club is also another option.
- Inform colleagues to ensure vigilance of either pupil or area.
- Ask Headteacher or Deputy Headteacher to inform both sets of parents and reassure them that the incident has been dealt with, disapproving of the behaviour and not the child and to also tell the parents if using the no blame approach.
- The appropriate member of staff will record the incident.

Talk to parents of those children whose behaviour continues to be unacceptable and to the parents of the children who have experienced bullying problems; helping with strategies for managing the situation and offering support from external agencies such as school nurse or child and family, if necessary.

### **Cyber Bullying**

All staff at Prenton are committed to tackling any forms of bullying, including cyber bullying. Cyber bullying is any bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

When such behaviour is reported to school, regardless of whether the text message, post or video was made and published in school or outside of school, having investigated the matter fully, the school reserves the right to deal with the incident in accordance with the school Anti-Bullying Policy, the Behaviour Policy, the Acceptable Usage for the Internet Policy or the Mobile Phone Policy.

### **Where To Find The Anti-Bullying Policy**

Copies of this policy are given to all teachers at Prenton. They can also be found under the 'Parents' section of our school website:

<http://www.prentonprimary.co.uk/>