

# Panshanger Primary School

## Anti-Bullying Policy

### Introduction

Bullying is wrong. It damages individual children and can have an adverse effect on a child's development, health, well being and academic progress. It is therefore important that everything is done to prevent it and to ensure that we maintain a safe and secure environment, with a caring and supporting ethos, in which bullying is regarded as totally unacceptable.

This policy lies within the context of 'Every Child Matters'\* and the following School Aims:

- To create a happy, caring and stimulating learning environment in which children can enjoy, achieve and thrive;
- To develop self-discipline and mutual respect for all members of the school and the wider community and encourage a caring, thoughtful attitude towards others;
- To raise self-esteem and confidence by helping each child to gain a sense of achievement and to take a pride in that achievement;
- To promote healthy lifestyles and help children to develop the knowledge, understanding and skills needed to stay safe;
- To develop self-discipline and mutual respect for all members of the school and the wider community and encourage a caring, thoughtful attitude towards others;
- To foster a sense of responsibility for the environment and develop skills that the children will need in order to be active citizens able to take their place in the wider world;

### Aims

Through our policy, we aim to:

- produce a consistent school response to any bullying incidents that may occur.
- make all those connected with the school aware of our opposition to bullying
- make clear each person's responsibilities with regard to the eradication of bullying in our school.

### Definition of Bullying

In consultation with the school community, the following definition, taken from the DfES guidance, has been agreed:

'Bullying is deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves.'

Bullying can take many forms but the 3 main types are:

- physical – e.g. hitting, kicking, theft
- verbal – e.g. name calling
- emotional or indirect - e.g. spreading rumours, excluding someone from social groups, whether in person or by other means, such as internet, email, social media and text.

Not all hurtful behaviour is bullying, but all bullying is hurtful.

### Recognising a Victim

People who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. These changes may also be noticed at home. There may be evidence of changes in work patterns, lack of concentration or truanting from school. If parents or children have concerns, they should ensure that the school is aware of them at the onset so that matters can be resolved before they become major issues.

*\*The Government's Green paper on the five outcomes for children - being **Healthy**, staying **Safe**, **Enjoying & Achieving**, making a **Positive** contribution and **Economic well-being**.*

### **Who is most likely to be a victim?**

Anyone can be a victim, but particularly vulnerable pupils may be those who:

- Are new to a class or to the school;
- Are different in appearance, speech or background from other pupils;
- Suffer from low self-esteem;
- Demonstrate extreme reactions e.g. tantrums, loss of control.

### **Recognising a bully**

Anyone can be a bully; pupils who may be bullies are not recognisable stereotypes. They may be pupils who are:

- Underachieving
- Achieving as well if not better than their peers
- Unpopular or insecure
- Quite secure and happy
- Victims themselves.

### **Steps to Prevent Bullying**

The following will be used to enhance children's self-esteem and to reinforce messages about our values and the unacceptability of bullying.

- Regular reminders about and discussion of our Golden Rules.
- Weekly Circle Times where issues can be explored and solutions suggested by peers.
- Assemblies where explicit messages are given about how we value kindness, thoughtfulness, friendship and other positive behaviours.
- Receptive and responsive adults who are willing to listen and to help.
- Developing skills and strategies for dealing with potentially difficult situations through our work on personal, social and health education. (PSHE)
- Use of the SEAL materials (Social and Emotional Aspects of Learning) and participation in the annual Anti Bullying week.
- Giving children the confidence to clearly state when another's actions are causing distress.
- Encouraging parents and children to discuss any concerns at an early stage rather than waiting for incidents to escalate.
- Give each child the School Council leaflet on 'Keeping Safe and Being a Good Friend at Panshanger School'.

### **Action in Response to an Allegation of Bullying**

If an allegation of bullying is made, members of staff will:

- Listen.
- Investigate by talking to all those involved and make notes of what is said.
- Ask the children involved to record what has been happening
- Inform the Headteacher.
- Agree a course of action.
- Inform parents of the children involved.
- Record the allegation and the agreed action in the incident book.
- Monitor the situation and review after an agreed time interval.
- Exclusion may be considered as a last resort, in accordance with the school's Behaviour and Discipline Policy.

Support will be offered to all those involved in any issues, in order to help them develop appropriate strategies, increase confidence and restore self-esteem.

### **Success of Policy**

The practice outlined in this policy will be used to record, analyse and tackle incidents of bullying in school. The Head Teacher will keep the Governing Body informed of any incidents through the termly Head's Report and this will be used in the assessment of the policy's effectiveness. The policy will be reviewed and updated in the light of any incidents.