



Anti-Bullying Policy

Plympton St. Maurice Primary School

Anti-Bullying Policy

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, March 2014 and it is recommended that schools read this guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

At Plympton St. Maurice Primary School we are committed to developing an anti-bullying culture whereby no bullying, including between adults, adults and children and between young people will be tolerated.

We consider bullying to be any behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically, socially or emotionally (In addition, bullying behaviour is usually characterised by an unequal balance of power, which makes it hard for those bullied to defend themselves.)

Persistent/Consistent. Several Times on Purpose (S. T. O. P)

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- E-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies

Types of bullying

Method	Behaviour
PHYSICAL	Assault, pushing, kicking hitting, unacceptable touching (including that of a sexual nature), blocking (preventing movement through an access point), pinching, spitting, violent threats, damaging belongings or any other form of physical activity that makes a person feel threatened or intimidated.
VERBAL	Any words used in an aggressive manner designed to hurt or cause offence such as name calling, mocking, taunting, gossiping, spreading rumours and teasing.
WRITTEN	Any insults contained in note passing, threatening letters, graffiti, cyber communication, defacing any property belonging to another.
PSYCHOLOGICAL	Gestures, tormenting, humiliating, ridiculing, ignoring, silent treatment, excluding.
CYBER	Harassment. Alarm, distress or humiliation that uses internet-related and telephone technology. It can be extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

The rough and tumble of children's natural play, the falling in and out of friendships, the pushing and shoving that children sometimes engage in at playtime may be considered aggressive. However this behaviour does not usually involve the wilful, conscious desire to hurt or threaten or frighten someone else which can be overt or subtle intimidation often pre-meditated and on-going that is characteristic of bullying.

We recognise that bullying can seriously damage a child's sense of self-worth and impact on their learning and development; affecting their confidence and ability to cope. It can lead to serious and prolonged emotional damage for an individual. Bullying can also be harmful to the perpetrator and witnesses of such incidents; it can also have a significant impact on all stakeholders within the school community by reducing levels of trust and affecting attainment and achievement.

Children learn by copying others, particularly peers and adults, and by exploring what they can and cannot do in their play and relationships. Bullying behaviour is not part of a healthy response to growing and learning. It is often used by those who have poor self-esteem, who have witnessed or been bullied by others and who find making relationships difficult.

FACTORS ASSOCIATED WITH BULLYING:

The Bully

Previous History

- Lack of success in school
- Above average physical size/strength
- Significant difficulties at home
- Parents encourage (perhaps covertly) this behaviour
- Parents unaware of the problem
- Encouraged by peers
- History of bullying (perhaps often undetected)
- Admires older or "higher status" people who bully
- Frequently sees bullying

- History of being bullied
- Absence of negotiating skills
- Copes badly with anxiety
- Has difficulty expressing or controlling anger

A bully will probably:

- Lack empathy for others
- Lack feelings of guilt and blame others for the bullying i.e. the victim deserved or asked for it
- Learn aggression from significant others as a way to enforcing personal will or wish

A bully may carry out the following:

- Physical assault
- Verbal threat or taunt
- Spread offensive rumours
- Psychological intimidation
- Property assault
- Steal or exhort
- Personal threat to ensure a person follows instruction
- Passively support the bullying as a group member (From Brock 1992)

Bullies have been identified as:

1. Aggressive bullies
 2. Anxious bullies
 3. Passive bullies
- (Pearce in Elliot 1992)

The victim may be one of the following:

- **Passive victim:** weak, withdrawn, low self-esteem
- **Provocative victim:** provokes bullying from others
- **Colluding victim:** seek social acceptance/popularity by being a victim
- **False victim:** are engaged in attention-seeking behaviour
- **Bully victims:** are both bullies and victims

(Besag 1993)

Bullies and victims play roles, which can quickly become established and difficult for the protagonists to change.

Specific times and places are the ideal scene for the drama of a bully and victim:

- The playground
- Travelling to/from school
- Toilets/cloakrooms

A victim may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Beg you to drive them to school
- Change their route to school
- Begin doing poorly in their school work
- Come home regularly with their clothes or books destroyed
- Come home starving (because dinner money was taken)
- Become withdrawn, start stammering
- Become distressed, stop eating

- Attempt suicide
- Cry them self to sleep
- Have nightmares or even call out, 'Leave me alone'
- Have unexplained bruises, scratches, cuts
- Have their possessions go missing
- Ask for money or begin stealing money (to pay the bully)
- Continually 'lose' their pocket money
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above

(Elliot 1992)

Suicide: warning signs

- Sadness and crying
- Withdrawal from social contacts
- Disinterest in previous activities, hobbies, sports or school
- Inability to concentrate, bored or listless
- Change in sleep or eating patterns
- Inability to complete assignments; drop in grades, lack of energy
- Absenteeism
- Neglecting personal hygiene/physical appearance
- Giving away prized possessions, making final arrangements
- Confusion, mood shifts, impatience or impulsivity
- Increased use of drugs or alcohol
- Taking risks, frequent accidents
- Saying 'good-bye'
- Reoccurring death themes in written or artistic expressions
- Writing statements that suggest a wish to die or escape, or that suggest a final departure
- Disorientation, disorganisation, isolation

(Morgan 1979)

PREVENTION

We seek to promote an open and honest anti-bullying ethos which secures whole-school community support for our anti-bullying policy. Our staff will actively demonstrate positive behaviour, and set a positive context for anti-bullying work in our school.

The Senior Leadership Team will seek to build staff understanding and engagement with anti-bullying work through the development of policies and structures, routines and procedures and to implement these in school. We will

- Put bullying on our school improvement plan
- Create an anti-bullying culture
- Engage with Anti Bullying Week activities
- Put clear procedures in place such as reporting of incidents
- Curriculum Opportunities – our staff will use class time and the hidden curriculum to raise awareness of and tackle bullying behaviours, and to promote an inclusive tolerant climate through measures such as promoting an inclusive ethos through class management policies
- Using the school curriculum to discuss issues and draw out anti-bullying messages
- The use of creative learning through art, music, poetry, dance and drama to develop understanding of feelings and enhance pupils' social and emotional skills.
- Providing support to enable pupils to engage with modern technologies such as mobile phones, email and internet safely and responsibly.

Other opportunities – we will use other opportunities such as school assemblies throughout the year to continually promote positive behaviours and to raise the awareness of the negative consequences of bullying.

Professional Development – we will ensure opportunities are provided for our staff to develop their knowledge and approach to bullying and encouraging an anti-bullying ethos through appropriate training.

Working with the LA - We will continue to work with our LA partners such as the Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS) and Education Psychology Service, Plymouth Information for Advise & Support for SEND, Plymouth Safeguarding Children's Board, Health, Social Services, Advisers and Consultants who are engaged with anti-bullying work.

How we deal with Bullying (Guidance for staff)

We recognise the serious impact of bullying and any incident is dealt with immediately and consistently by all staff ensuring the following:

- The incident or report is taken seriously
- Calmness is paramount (reacting emotionally may add to the aggressor's fun and give him/her control of the situation)
- Action is taken as quickly as possible
- Consideration is given to whether the action needs to be private or public (dependent on those involved)
- Victim(s) are reassured and not made to feel inadequate or foolish
- Concrete help, advice and support is offered to the victim(s)
- It is made plain to the aggressor that their actions are disapproved of, the behaviour is not acceptable and will not be tolerated
- The aggressor is encouraged to see the victim's point of view
- The aggressor is sanctioned appropriately (not reacting aggressively or punitively since this gives the message that it is all right to bully if you are in a powerful position!)
- The sanction and the reason for it are clearly explained
- Colleagues are informed if the incident arose out of a situation where everyone should be vigilant
- The Head Teacher/ SLT member is informed (See appendix A) if the behaviour has been extreme or there have been previous similar behaviours, in order that parents can be informed and the appropriate action taken. A letter may be sent to the parent informing them of the incident that has taken place.

Working with Parents:

- We will continue to work with parents/carers to help them understand our approach with regard to bullying and bullying behaviours and will engage promptly with parents when an issue of bullying comes to light, whether their child is the pupil being bullied or investigating their behaviour.
- We understand that parents/carers of pupils who experience bullying behaviours will have a range of emotional needs to be addressed, but also play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school.
- We understand that parents/carers of those instigating bullying behaviours will also have a range of emotional needs and may need time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.
- Where parents are unhappy with the way the school has dealt with any issue we will advise parents of our complaints procedure.

Parenting Contracts and Orders

We will support parents to enable them to deal with these issues through discussion and support from school staff, including our ELSA teaching assistants who will involve any professional partners necessary.

Guidance for Pupils

If you are being bullied in school:

- Talk to an adult in school that you trust, and take a friend if it helps.
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You aren't doing anything wrong – they are
- What you say will be passed on to your class teacher or Headteacher. You will be taken seriously
- If you need somewhere safe, there will be a place for you to go while the problem is being sorted out.

If you see someone being bullied at school:

- The best thing you can do is to talk to someone
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You aren't doing anything wrong – they are

Guidance for Parents

If your child is being bullied or is bullying in school:

- We can help
- Arrange to speak to your child's class teacher
- Talk over the problem with the teacher. Be sure of your facts. In particular, children who are being bullied can become upset, anxious and confused about what has actually happened
- Don't let your child talk you out of contacting us. If the problem is to be solved, you need to be open.

Local Authority and External Organisations involved in the reduction of bullying and bullying behaviour in Plymouth

Equalities Advisor	The Educational Welfare Service	Bullythis.com
PSHE and Healthy Schools Advisor	The Social Inclusion Unit	Anti-bullying Alliance
The Educational Psychology Service	SAFE (Plymouth Sound)	REC
Plymouth Information for Advise & Support for SEND	Safe Communities	Plymouth Pride Forum
The Behaviour Support Team	Police Diversity Team	Mencap/Mind
The Zone	Connexions	Routeways