



ANTI-BULLYING POLICY

Co-ordinator – Mr B Parker

Approved by staff and Governors – Summer Term 2016

NB

This is an additional document to the Behavioural Management Policy.

Other policies/documents which also reflect the school's ethos and approach to anti-bullying are:

- Race Equality Policy
- Equal Opportunities Policy
- Health Promoting Schools Scheme
- Health and Safety Policy
- PSHCE Policy
- School Development Plan
- Mission Statement
- E-Safety Policy
- Rights Respecting School Award



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1. WHAT IS BULLYING?

“Bullying is a form of aggressive behaviour which is usually hurtful and deliberate: it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate.”

S Sharp 1994 (Wirral Anti-Bullying Guidance Document 2004)

This statement has been the basis of many staff discussions and INSET.

We have agreed that bullying is not a case of two young people of equal size and strength having a fight. Whilst this is unacceptable behaviour and will be dealt with accordingly, it is not pre-meditated and sustained over time. Neither is it unprovoked. It is important to enable children to understand this important difference.

The following pages examine in detail aspects of bullying which extend the definition and enable all at a Great Meols Primary School to fully understand the impact that bullying may have on the lives of our pupils.

THE DEFINING FEATURES OF BULLYING

Bullying:

- Is a form of aggressive behaviour which is usually hurtful and deliberate.
- It is invariably persistent, sometimes continuing for weeks, months or even years.
- It is difficult for those being bullied to defend themselves.
- An underlying feature is an abuse of power and a desire to intimidate and dominate.
- Bullying behaviour can be subtle.
- It is essentially a covert activity witnessed by children and not adults.

7. To provide a transparent, easily understood system for responding to reported incidents of bullying.
8. To provide an atmosphere of trust and confidence in the way incidents will be handled.
9. To identify where bullying exists.
10. To support the victims of bullying.

At Great Meols Primary School we aim to prevent bullying by:

1. having clear rules and boundaries understood by all.
2. active intervention and high levels of supervision.
3. having a strong pastoral system.
4. promoting positive behaviour through team points, Star Awards, Golden Tickets and Behaviour Zones.
5. encouraging children to report bullying at every level.
6. having PSHCE on every timetable and through assemblies.
7. communicating with parents when there is a concern.
8. operating a detention system where children are given the opportunity to reflect upon their actions.

4. WORKING PARTY and CONSULTATION PROCESS

Over many years there have been working parties concentrating on the work of the school in relation to addressing anti-bullying strategies. The membership of such parties has included teachers, classroom assistants, Governors and children.

The last major update of the policy was done in 2009 where staff, children, Governors and parents were invited to contribute suggestions.

Currently all members of the school community have a voice about bullying through the meetings held with all. This is a standard item on every staff meeting for all class based staff and aspects are discussed under the pastoral update agenda item.

Outcomes of the meetings will be discussed at the weekly Senior Management Team meeting where recommendations for action will be made and this will then result in consultation with all through the meetings system, appropriate INSET and, when necessary the setting up of an action group to address specific concerns.

The regular meetings system in school consists of the following membership:

- a) SENIOR MANAGEMENT - (weekly meetings)
Headteacher
Deputy Headteacher
Assistant Headteacher
- b) CLASS TEACHERS AND TEACHING ASSISTANTS – (weekly meetings)
All class based staff with the exception of teachers undertaking a job share who will be informed by their job share partners.
- c) ADMINISTRATIVE STAFF – (ongoing)
Business Manager
Secretary

- Administrative Assistants
- d) ALL MID-DAY STAFF - (ongoing)
Senior Supervisory Assistant
Mid-day Assistants
 - e) CARETAKER AND CLEANERS - (ongoing)
Caretaker
Cleaners
 - f) GOVERNORS COMMITTEES - (at least once a term)
Pay & Personnel Committee – deals with all pupil matters.
Curriculum and Strategic committees – deal with aspects of curriculum which will at times reflect anti-bullying strategies.
 - g) PUPIL COUNCIL
Elected members of the council from Years 3, 4, 5 & 6 and guest members each term from Year 2.
The pupil council meets half-termly. The focus for the meetings is the content of the pupil suggestion boxes in each class to which all pupils contribute.

5. RAISING AWARENESS

All pupils, staff and parents are aware of the development of anti-bullying strategies at Great Meols Primary School. A very useful, helpful and informative leaflet was designed by a working party of staff and governors APPENDIX 1 (This leaflet has been sent to all parents and clearly states the school's policy, philosophy and ethos). In addition, an anti-bullying leaflet produced by Wirral LA has been discussed by pupils on the School Council; it has been distributed to parents and is available in the School Reception. The whole policy is available on request at all times.

The school's approach is underpinned in PSHCE lessons, Assemblies, Circle Time, School Council Meetings, Newsletters, Individual Parent and Pupil meetings, Band Assemblies and Year Group Meetings.

6. RESPONSES

When a case of bullying is reported this will be fully investigated by the class teacher who will then seek further advice and support from the Senior Leadership Team and the Headteacher when appropriate.

The investigation will involve talking to all parties concerned and ascertaining the nature of the bullying, its duration and its consequences.

Parents will be kept informed.

The perpetrator will receive an appropriate sanction, which may involve a detention, loss of privileges, loss of playtimes, or he/she may be placed on a daily report chart, which will be used as a home/school liaison. It is recognised that perpetrators may have underlying problems which have led to the situation arising and help will be sought should it be necessary. This may be through discussion with the parents, discussion with the LA, referral to Child and Family or the school's Educational Psychologist

The victim will be reassured that the situation is in control and, when appropriate, will be assigned to a named member of staff of their choice who they can talk to at any time. All members of staff will be made aware of the need to closely monitor the situation and regular meetings with the pupil and the class teacher or mentor will ensure that there is constant feedback.

Regarding incidents of cyber-bullying occurring outside of school hours, school will advise all parties of possible actions they could take. Relevant members of staff will be informed to monitor the situation in school and support where required.

At Great Meols Primary School we aim to support the victim by:

1. encouraging victims to choose a member of staff to support them as their named worker.
2. giving children strategies and safe routes.
3. providing time for Circle Time.
4. providing assemblies with strong underlying messages.
5. providing literature to encourage an assertive approach.
6. communicating with parents.
7. having a school uniform to eliminate peer group pressure.
8. giving all children a chance to be a classroom monitor.
9. promoting the victim's self-esteem.
10. reporting incidents on IRIS.
11. keeping a daily record, when agreed with parents, to report any incidents or developments.

The class teacher will record (on IRIS) any bullying incidents reported by children and meetings/conversations with parents. If the incidents are repeated they will be recorded on the Headteacher's behaviour log. A clear record of all detentions is kept (which may be for other reasons than bullying) and the Deputy Headteacher monitors this.

Unless the transfer of a pupil is directly related to the bullying it is not usual for such records to be transferred to other schools.

7. IMPLEMENTATION AND CURRICULUM

The policy about anti-bullying strategies is constantly reinforced in school through the following:

- Assemblies*
- PSHCE Lessons (including SEAL)*
- Circle Time*
- Newsletters
- Displays
- School Council
- Prospectus
- Leaflet for parents
- Year Group Meetings
- Literacy – especially debate, carefully chosen scripts and drama
- RE

- PE
- Computing lessons (cyber-bullying focus)

***Assemblies - Whole School Approach.**

Whole school approaches are taken to bullying through covering themes in assemblies delivered by the Senior Management Team.

- *PSHCE Curriculum**
- to raise awareness
 - challenge attitudes
 - maintain profile of the policy
 - SEAL (social and emotional aspects of learning)

***Circle Time** PSHCE activity that can be utilised less formally to explore issues and develop an appreciation of others' needs or views. Children are encouraged to listen and discuss each other's needs or views regarding personal and social issues in a safe and secure situation, on a regular basis.

8. MONITORING

Monitoring of the policy will be the responsibility of the Headteacher.

The monitoring of specific incidents will be the responsibility of the Deputy Headteacher and the Headteacher. In the case of an extreme circumstance the Headteacher will seek the support and advice of the Chairman of Governors.

9. EVALUATION

The success of the policy will be evaluated through the response of the pupils both as victims and perpetrators as well as through the monitoring of incidents – their seriousness and number.

In addition the response of the pupils will also be monitored and evaluated in all aspects of curriculum time as well as in leisure time.

10. REVIEW

The policy will be reviewed annually by the Deputy Headteacher following discussions with the Senior Leadership Team. If significant changes are necessary these will also be discussed with the Strategic Committee as required (or at least every 5 years).

WHAT DOES GREAT MEOLS PRIMARY SCHOOL DO ABOUT BULLYING?

AN INFORMATION LEAFLET FOR PARENTS AND CARERS

What do we mean when we talk about “bullying”?

- Bullying is persistent and usually hidden behaviour and takes many forms
- Physical: hitting, stealing
- Verbal: name calling, threats, teasing
- Indirect: spreading rumours, excluding or ignoring others
- Internet bullying: chat rooms, emails
- Phone messages

At Great Meols Primary we aim to:

- Prevent bullying from happening in the first place.
- Identify bullying where it exists
- Act against bullies
- Support the victims of bullying

We prevent bullying by:

- Having clearly stated rules of acceptable behaviour
- Having all staff look out for bullying behaviour
- Promoting positive behaviour through Team Points & Golden Tickets
- Encouraging all children to report bullies
- Talking with parents whenever there are concerns
- Having a positive culture at our school, reinforced in assemblies, in the classroom & across the school

We support the victims of bullying by:

- Making it easier for children to voice their worries
- Training staff to take on an individual role for victims
- Developing the self esteem of the victim
- Helping all children to talk together about bullying
- Identifying and reducing peer group pressure
- Keeping a close record of all incidents, sometimes keeping a daily log

Parents can help by looking out for signs:

- Child seems withdrawn or unhappy
- Repeated loss of belongings
- Unexplained bruises, scratches or bite marks
- Comes home with torn clothes or damaged books
- Asks for (or takes) more money than usual - to pay off a bully
- Child refuses to go out to play, or to Cubs/Brownies, or walk to school alone

What else can we do to tackle this?

Parents

- **Encourage** your child to talk about the problem to an adult they trust
- **Act immediately** if you have any suspicion, however slight
- **Contact** a member of staff : you **will** get help

GREAT MEOLS PRIMARY SCHOOL

CARES ABOUT YOUR CHILDREN

- We will listen carefully
- We will act discreetly

TELEPHONE: 632 4606

*Produced by GMPS Staff &
Governors*

SIGNS AND SYMPTOMS:

Indications that child may be being bullied:

There is no foolproof way of knowing whether a child or young person is being bullied. Bullying is a covert and even secretive activity. Reducing bullying therefore involves effective communication between members of staff and parents as part of a school culture where talking about bullying and asserting one's right to feel safe are viewed as particularly important.

The following are some useful indicators which can lead to a more detailed discussion of what is happening to a young person.

- Unexplained bruises, scratches, cuts, bite marks;
- Belongings repeatedly going missing;
- Refuses to say why she/he is unhappy;
- Refuses to go to school;
- Reports aches and pains;
- Frightened of walking to school alone;
- Changes route to school;
- Has started taking longer to get home from school;
- Seems withdrawn/unhappy or in a world of his/her own;
- Cries at bedtime;
- Asks for more money than usual or steals money (to pay off bully);
- Loses interest in schoolwork or finds it harder to concentrate;
- Refuses to go out to play or stops cubs/brownies in the evening or at weekends.
- Becomes secretive about social media use.

EFFECTS AND CONSEQUENCES OF BULLYING

Bullying is an aggressive and abusive activity which is potentially very harmful and dangerous.

There is often a need to impress upon members of the school community the serious consequences of letting bullying continue without taking any action.

These effects can be seen at any or all of the following levels:

INDIVIDUAL LEVEL – SAFETY AND HAPPINESS OF PUPILS

- Lives are made miserable – injury
- Loss of self confidence – low self esteem increasingly
- Isolated as others “move away”.
- Poor self esteem – self blame
- Truancy
- Poor concentration affects learning and levels of achievement.

CLASSROOM LEVEL

- Dynamics of the class group can maintain bullying.
- Bystanders learn that bullying works – they learn “putdowns” and ways of exerting power – “ripple effects”.
- Disruptions and unease within the classroom.
- Class “ethos” – research found “hotspots” i.e. high level of bullying in some classes.

SYSTEMS LEVEL

- 20% of those being bullied take time off because of it.
- Educational achievements.
- Bullying results in a reputation for being an ineffective, uncaring school.
- A school that parents would not opt to send their children to.
- Provides a poor model of behaviour that affects the ethos of the school.

I am bullying someone. How can I stop?

If you have been deliberately teasing someone and you know that what you are doing or saying is hurtful, you could get a reputation for being a bully. You may need help to stop this behaviour before it goes too far.

Find a trusted adult you can talk to - this can be a parent, teacher, learning mentor. They will be grateful that you have been honest and want to change your behaviour. If you are too embarrassed to talk to someone face to face, there are some useful websites, which offer support.

What can the School Council do about bullying in school?

The school Council can work with the staff to promote anti-bullying strategies including:

- Anti-bullying week
- Playground buddies/mentors
- Introducing a Bully Box
- Active playgrounds scheme

Some Useful Websites:

Remember to tell an adult if you are using the Internet.

www.kooth.com

www.childline.org.uk

www.bullying.co.uk

www.kidscape.org.uk

www.nspcc.org.uk



This Anti-bullying leaflet was produced in consultation with pupils from Wirral Primary Schools who attended the **Healthy Schools Primary Pupil Panel**

Hands up

If you want to



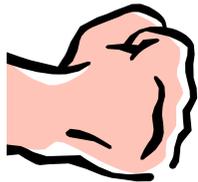
Bullying



What is Bullying?

Bullying is any kind of hurtful behaviour which happens:

- **Several Times**, often over weeks, months or even years.
- **On Purpose**, and is intended to cause upset to the victim.



**SEVERAL
TIMES
ON
PURPOSE**

Bullying behaviour includes:

- Hitting, kicking, pushing or taking and damaging other people's possessions.
- Name calling, often linked to what the victim looks like, such as height, hair colour etc.
- Spreading nasty rumours or stories, leaving people out of groups.
- Sending nasty text messages or e-mails.



I am being bullied-what can I do?

If you are being bullied by one or more people, it can make you feel scared or helpless. It is important to remember that **it is not your fault**.

Don't suffer in silence – STOP!

(Start Telling Other People)



Tell your parents/carers – they can visit the school and talk to the teachers.



Tell your teacher – he/she can talk to the bullies and help to stop the behaviour.



Tell your friends – they can support you and encourage you to tell an adult.



Tell other trusted adults, such as learning mentors – they can give you time to talk about your feelings and help you find ways to cope



Write a note and put it in the School Anti-bullying box.

My friend/classmate is being bullied. What can I do?

Sometimes you might see others being bullied, although you may not be a victim yourself. Don't ignore the bullying – **you can help!**

- Tell a teacher or other adult what you have seen and who is involved.
- Don't encourage the behaviour by laughing, smiling or joining in.
- Try to be a friend to the victim and let them know you disapprove of the behaviour.
- Don't be tempted to take on the bullies – you may become a victim, or be accused of bullying yourself.



- Write a note and put it in the school anti-bullying box.