

# Canning Street Primary School

## Anti-Bullying

### Policy

#### Rationale

We believe that

- all forms of bullying are totally unacceptable, including cyberbullying
- all incidents of bullying (or reports of bullying) are serious and must be dealt with as quickly and effectively as possible
- bullying is a complex issue and may involve elements of behaviour which are outside of the school's immediate jurisdiction

We expect parents to recognise the seriousness of bullying and we encourage them to work with the school to try to overcome the problem and to ensure that the school's policies are adhered to.

**We maintain that it is our intention to create a safe and secure environment in which ALL children (irrespective of gender, race or disability) can be educated free from oppression, fear and abuse.**

#### Definition of Bullying

- ◆ Bullying is a form of cruelty
- ◆ Bullying
  - is the deliberate desire to hurt, threaten or frighten someone
  - can be an individual or a group behaviour which may be physical and/or verbal in nature
  - ranges from persistent and damaging name-calling (and may include racial or sexual harassment), threats and intimidation, to physical aggression and physical assaults of varying degrees of severity.
- ◆ All forms of bullying are damaging to both the victim and the bully
- ◆ Bullies get pleasure from their victim's pain, fear and humiliation
- ◆ Bullying can take place anywhere that children gather
- ◆ Bullying can occur at any age and in any situation. Even pre-school children can learn that violent and aggressive behaviour helps them to get what they want.
- ◆ **Bullying is not always easy to detect, however, prevention is definitely better (and easier) than cure**

## **Aims**

We aim to continue to

- develop our effective anti-bullying strategies
- ensure that this school is a safe, secure and happy place
- generate a feeling of confidence and safety throughout the school
- ensure that bullying (and every other disciplinary issue) is taken seriously
- foster an attitude of responsibility for one's own actions (and care for each other) throughout the school
- ensure that this is a caring, listening school in which pupils, parents and staff have the confidence to communicate their concerns and share their problems
- provide opportunities for teaching and learning for all pupils (irrespective of race, gender or disability) and free from oppression, fear and abuse.

## **Objectives**

This school will take positive action to combat bullying by

- demonstrating to staff, children and parents that bullying is taken seriously and will be dealt with
- fostering an attitude of responsibility amongst all staff and pupils
- ensuring that systems exist for the reporting of and dealing with incidents of bullying
- ensuring that reports of bullying are investigated objectively and thoroughly
- endeavouring to provide positive support and help on both an immediate and long-term basis
- taking into account the problems of both the victim and the bully
- building a whole-school approach and an ethos which is designed to prevent, as well as to combat, bullying

## **Conclusion**

We will not tolerate or accept bullying behaviour and we will take action to try to eradicate bullying. We recognise that there are no totally successful approaches, however we believe that early intervention is important if behaviour is to be changed. We intend to create the ethos and conditions in school in which the chances of bullying are minimised and equality of opportunity for education are maximised.

**Kathryn Herron**  
**Headteacher**

**Spring 2019**  
**Due to be reviewed Spring 2021**

N.B. This policy statement should be viewed in conjunction with our policy statements on:-  
Citizenship  
Multi-Cultural Education  
Personal, Social and Health Education  
Discipline (Managing Pupil Behaviour)

Canning Street Primary School

Dealing with Bullying

Recording/Reporting System

Guidance for Staff

1. Treat all incidents/reports seriously and investigate promptly
2. Meet the victim(s) separately from the alleged bully and take notes of the victim(s) account of what occurred (including date, time and place of incident, names of those involved, including witnesses if any)
3. If necessary ensure that the victim received first aid and other support. Note the action taken
4. Repeat steps 1 and 2 (above) with the bully/bullies
5. In the event of 'group' bullying always start with the 'leader'  
**Make it clear that the child(ren) responsible MUST stop the bullying or the school will do so. Implement procedures on dealing with bullying (see Appendix 2)**
6. After gathering all relevant information (including a note of any injuries sustained by the victim) a full written report **must** be completed using one of the school's "cause for concern" report forms
7. Inform the Headteacher (or Deputy) of the incident and pass on the completed form(s) above
8. Ensure that copies of the form are filed in the record cards of both victim and bully
9. Discuss with the Headteacher (or senior member of staff) what further action is necessary/appropriate
10. Ensure that the parents of both victim and bully are informed of the incident and the action taken
11. Make it clear to the victim that they have done nothing wrong. Help them to identify alternative actions to avoid risk (e.g. walking to/from school with others)

**Notes of guidance to staff dealing with bullying**

- **Always** take incidents (or reports of incidents) of bullying seriously
- Investigate/deal with every incident
- Take action as quickly as possible
- Stay calm and in control. Be firm, fair, calm and consistent
- Provide support, reassurance, help and advice to the victim(s)
- Make it plain to the bully that you disapprove of his/her actions (but DO NOT imply that you dislike the bully as a person)
- Confront the bully with the effect of his/her actions. Encourage the bully to see the victim's point of view
- Make it absolutely clear that all participants are responsible for their own actions. There are no innocent bystanders - even "observers" are involved
- State clearly that it isn't a game. Games are only games if everyone takes part voluntarily and if all participants enjoy them
- State clearly that it isn't a laugh. Who was laughing then (and who is laughing now?)
- Decide on an appropriate punishment and explain clearly, calmly and firmly to the bully why the punishment is being given
- Encourage the bully to apologise to the victim
- Ensure that the incident is recorded and reported (See Appendix 1)
- Help victims to learn assertiveness strategies and to develop ways to help himself/herself
- If bullies are from outside the school and/or are older children/teenagers ask the Headteacher (or Deputy) to contact the police and to request that they carry out "spot checks" near school before and after school times

**Future Action/"Contracts" with the bully**

In discussion with the bully (and recorded in writing)

- Set targets and goals for improved behaviour and include realistic time-scales
- Make clear to the bully how his/her behaviour will be monitored
- Make the possible consequences of any repetition of bullying absolutely clear (including any sequences of punishments, etc.)
- Praise any positive changes in the bully's behaviour
- Review the contract at frequent (agreed) intervals
- In the event of re-occurrences of bullying ensure that all relevant parties (e.g. Headteacher, other staff, parents, support services, etc.) are informed and involved (as appropriate).

Remember that peer-group disapproval is one of the strongest and most effective disincentives for bullying and other forms of unacceptable and anti-social behaviour.

## **Sanctions**

The following are some of the actions which may be taken. Staff are expected to use their professional judgement and discretion in deciding which sanctions are most appropriate in individual cases.

1. Demonstrating the teachers firm disapproval of the bullying behaviour
2. Movement of the bully's seat/withdrawal from group or class situation. The bully MUST remain under the supervision of a member of staff at all times
3. Loss of privileges for a specified time (e.g. school outings, playtimes, etc.)
4. Loss of responsibilities (e.g. class monitor jobs, etc.) for a specified time
5. Peer group to be informed of the incident and the punishment(s) given and their disapproval of bullying to be encouraged
6. Bully to write an account of his/her unacceptable behaviour
7. Bully to enter into a "contract" for improved behaviour
8. Bully put onto regular "report" for a specified time (link with behaviour contract)
9. Short term or long term suspension from school
10. Permanent exclusion from school

(Points 9 and 10 will usually only apply in extreme cases and after other measures have failed)