



THE PERSE

PELICAN SCHOOL

CAMBRIDGE

ANTI-BULLYING POLICY

To	:	Pupils, Parents, All Staff, Governors
Policy Status	:	Non-Contractual
Effective Date	:	March 2010; subject to annual review

This policy applies equally to EYFS and Key Stage One

AIMS AND OBJECTIVES

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

This policy aims to produce a consistent school response to any bullying incident that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

1. BACKGROUND

1.1. It is a regrettable feature of the modern world that bullies can be found in many areas of life. Bullying is not confined to any particular age, nationality or job. In schools in the UK, bullying is thought to affect many thousands of pupils. Bullying can cause psychological damage and even suicide (although bullying is not a specific offence, there are criminal laws which apply to harassment and threatening behaviour).

1.2. There are various definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated over time and
- There is an imbalance of power which makes it hard for those being bullied to defend themselves

1.3. Bullying is behaviour which harasses, humiliates, intimidates or oppresses other people. It may take the form of abuse of person or property, verbal criticism, teasing or taunting, psychological pressure, or sexual harassment and be:

- racist, or regarding someone's religion or culture;
 - sexual - talking to or touching someone in a sexually inappropriate way;
 - sexist - related to a person's gender;
 - related to a person's sexual orientation (homophobic);
 - related to a person's disability, health or appearance
 - related to a person's home circumstances
 - related to a person's intellectual or other abilities or lack thereof and/or
 - cyber (through social websites, mobile phones, text messages, photographs and email).
- 1.4. Sometimes bullying is just thoughtless. It can sometimes hurt to be different, or to be made to feel different.
- 1.5. Examples of physical bullying may include: fighting; damaging or hiding someone else's belongings or clothes; setting up someone else to get the blame for a breach of school rules; initiation ceremonies.
- 1.6. Examples of psychological bullying may include: excluding someone from a group, activity or place; aggressive name-calling; unpleasant e-mails or telephone calls or unpleasant material placed on websites; racism, negative remarks about appearance, abilities, nationality, religion, disability, gender (e.g. male chauvinism) or sexuality (e.g. homophobia).
- 1.7. Examples of sexual harassment include making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery.
- 1.8. A new form of bullying has recently emerged - Cyberbullying. Cyberbullying is the use of information and communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. (See Cyberbullying: safe to learn: embedding anti bullying work in schools (DCSF 00656-2007, guidance issued by the Department for Children Schools and Families))
- 1.9. Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim, is wrong and may well constitute bullying. It is no justification that the bully says or believes that the victim is not upset or hurt by the bully's actions or words, or that the victim needs 'toughening up', 'taking down a peg or two', or 'to be taught a lesson'. Sanctions of any kind against a pupil are the responsibility alone of staff (in conjunction with parents), and not other pupils.
- 1.10. Bullying causes fear and distress for the victim and may distract him or her from school work. It often affects other children who witness the bullying. It may damage the atmosphere of a class, and even the climate of a school.
- 1.11. The School wishes to enhance pupils' self-esteem without making them arrogant. It aims to provide pupils with a secure and caring environment in which bullying is neither ignored, condoned nor tolerated. It cannot do this alone; all members of the School - and this includes staff, parents and governors, as well as pupils - have a responsibility to show that they believe that any form of bullying is unacceptable - and to set an example which reflects that view.

- 1.12. All members of the School should help to create an atmosphere in which bullying will be spoken of openly, taken seriously and responded to with appropriate action. Anyone who is being bullied should tell his/her parents, and preferably his or her class teacher or another member of staff. It is important that any cases of bullying are reported to someone whom the victim feels able to talk to. The School wants to help, and has a number of years' experience of doing so.
- 1.13. In particular the School expects its members to:-
- treat each other with respect and sensitivity
 - think carefully before speaking/acting in ways which may cause argument, distress or embarrassment
 - respect differences and variety (of origin, personality and interests) - remembering that everyone has both rights and duties
 - realise that sometimes what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual)
 - work together to create a School in which people live harmoniously
 - help protect and build up those who are unhappy or vulnerable
 - make a stand against those who ignore or go against these aims
- 1.14 Staff awareness is raised through discussion in staff meetings, and action is taken to reduce the risk of bullying at times and in places where it is most likely to occur.

2. THE IMPLEMENTATION OF THE POLICY

- 2.1. Positive values of mutual respect and concern will be promoted by explicit encouragement in a wide range of contexts from assembly and classroom time to informal discussion. PSHE will address the topic of bullying throughout the school. Class teachers will also remind pupils at the start of each academic year of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness, suspect or experience bullying.
- 2.2. In the event of an observed or reported instance of bullying, the facts will be ascertained from the victim(s), alleged perpetrator(s) and witness(es). A record will be made of who was involved, what happened, when and where and this will be passed to the relevant Class teacher, who will liaise with the Head or her Deputy. The Head will record incidents of bullying in a file which is kept in the Head's Office and she will monitor this file at the end of each term in order to enable patterns to be identified, both in relation to individual pupils and across the School as a whole.
- 2.3. The School will keep parents informed if and when it may be dealing with a significant bullying situation. Parents are asked to let the School (normally the Class teacher in the first instance) know directly if they have cause for concern, either on behalf of their own children or because of rumours about incidents involving others. The School always tries to handle information discreetly, and while it likes to follow up such matters it does not do so without careful consultation first. It is much easier to counter problems at an early stage.
- 2.4. Once investigated, every effort will be made to resolve the problem through counselling of both parties, which will seek to support the victim(s) and change the behaviour of the perpetrator(s). This process will normally be carried out by the Class teacher, working in conjunction with the Head or her Deputy.

- 2.5. For all incidents of bullying (whether isolated or occurring over a period of time), disciplinary sanctions will normally be applied, and this may extend to time-out, reporting to the Head at regular intervals or - in the gravest cases of severe or persistent bullying - expulsion. Counselling may, however, be maintained for both parties even after sanctions have been applied.
- 2.6. The policy applies in respect of all dealings between members of the School which, in the opinion of the School impact, or may impact, upon their conduct at school or upon the reputation of the School.
- 2.7. The policy is carried out in conjunction with the School's Behaviour and Discipline Policy.
- 2.8. The policy will be kept under continuous review in the light of experience.

Mrs Penny Oates on behalf of the Governing Body

March 2010