

Anti-Bullying Policy

All policies at Prince of Wales reflect our LEARNERS Values system and support our mission statement.

All children make good or outstanding progress through good or outstanding teaching.



ANTI - BULLYING POLICY

RATIONALE;-

This policy exists because we recognise that bullying does happen, and when discovered, needs to be challenged, prevented and stopped, via a process which supports and helps victim and perpetrator.

DEFINITION;-

Bullying is defined at our school as any action or behaviour which is done deliberately to hurt someone else, either physically or emotionally. It is making people feel unhappy because of their ability, accent, age, appearance, clothes, disability, hard work, name, race, religion, belief, opinion, gender or family. It is serious, will be taken seriously by school and is totally unacceptable.

Bullying is deliberately hurtful behaviour, which is often repeated over a period of time. The definition of a bully has been changed to:

a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable. (Diana Award 5th June 2018).

SOME OTHER IDEAS OF WHAT BULLYING CAN BE;-

- child abuse carried out by children or adults
- premeditated verbal or physical attack
- it can be a one to one situation or in a group
- it can be a singular or persistent incidents
- persecution because of any sort of difference
- age is irrelevant- a younger child can bully an older one
- the bully knows that the victim will suffer in some way
- it is not totally the domain of children
- isolation by peers
- an individual seeing the reaction of another, and then pressing home the point / issue / strategy
- a trend towards violence
- any unwanted behaviour by the victim - name calling, malicious gossip, ostracising

WHAT TO LOOK FOR AS SIGNS OF BULLYING;-

The Victim;-

- may not want to be near perpetrator in any situation
- may be reluctant to come to school
- may become solitary



- may be generally unhappy
- does not always want to discuss their unhappiness
- may show signs of unhappiness / depression
- eating-overeats or not hungry, things missing from packed lunch
- may think something is wrong but nobody sure
- may be nervous or hesitant
- may not want to do P.E. as contact possible
- may not want to go into playground
- may be reluctant to join in group activities
- may show a change in attitude or behaviour, sudden or gradual

The perpetrator;

- paying attention to an individual frequently, or in an unwanted fashion
- shows very different behaviour to the victim compared to others
- may or may not have a history of bullying or being bullied
- wants to talk quietly in class but not about work
- shows a determined attitude in the playground
- overcompensates in attitude to adults or others

Where does it happen;-

Bullying can happen anywhere, at any time, not just playground at break time.

PRESENT SITUATION;-

1. A behaviour policy exists and is reviewed regularly at various levels, ratified by the Governing Body. The bullying policy and statement are part of the overall Behaviour policy of the school.
2. Issues of acceptable and unacceptable behaviour are discussed via the curriculum and specifically within our Personal, Social and Health Education curriculum.
3. Bullying incidents are dealt with on a one to one basis as each incident is different.
4. Procedures following an incident include;-
 - a. a full investigation of the incident, hearing both sides and listening to witnesses
 - b. gaining an understanding as to why the incident happened, using strategies to ensure prevention, including empowering the victim.
 - c. in severe or repeated cases, a formal record is kept on a proforma, appropriate sanctions applied, (which may include exclusion – refer to behaviour policy) and parents informed at a meeting with a senior member of staff, which will also be recorded.
 - d. children are constantly encouraged to talk to adults
 - e. racist related bullying is dealt with in a systematic and recognised manner, and has a separate policy which has been realigned following the McPherson Report
 - f. recognition and use of a chain of authority within the school
 - g. informal or formal monitoring of future behaviour
 - h. use of incentives and rewards to support desirable behaviour



- i. individual behaviour books may be used over an agreed period of time
- j. behaviour contracts may be drawn up which include targets and reviews

FUTURE PLANS;-

- a. to build in systematic review of this policy, on a bi-annual basis including School Council and Governors, pupils, parents and staff.
- b. to promote the bullying statement across the school, especially in classrooms.
- c. to publicise the statement wider in the schools community, especially informing parents.
- d. to monitor the use of the new bullying record form.
- e. to look for patterns of bullying, - where, when, why, examining the data, and reporting to Governors.
- f. to clearly show where bullying issues are dealt with within the curriculum, how it is assessed, how role play features, and to audit relevant resources.
- g. To engage with presentations which promote anti-bullying, i.e. theatre groups

Reviewed in Summer 2018.

Due to be reviewed Summer 2021.

