



PHOENIX
PRIMARY SCHOOL

PEER-ON-PEER ABUSE PROCEDURES

REVIEWED SEPTEMBER 2020 – REVIEW DATE SEPTEMBER 2024

A **Beyond** ACADEMY
SCHOOLS TRUST

Anti-Bullying Procedures

Many pupils experience bullying of some kind at some point in their school life.

Bullying, or other forms of harassment, can make children's lives unhappy and hinder academic progress. Staff must act and be seen to act firmly against bullying wherever and whenever it happens.

Pupils and parents are encouraged to discuss concerns regarding bullying with staff which will be taken seriously and acted upon. The school has developed a whole school approach to anti-bullying strategies.

In line with the Equality Act 2010 it is essential that our school:

- *Eliminates unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act*
- *Advances equality of opportunity between people who share a protected characteristic and people who do not share it*
- *Fosters good relations between people who share a protected characteristic and people who do not share it.*

At Phoenix Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is linked with our Behaviour Policy, Child Protection (Safeguarding) Policy, and Equality Policy and takes into consideration the latest Government advice, 'Preventing and Tackling Bullying' July 2017.

Our school community

- ✓ Discusses, monitors, and reviews our anti-bullying policy on a regular basis
- ✓ Supports staff to identify and tackle bullying appropriately
- ✓ Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively
- ✓ Reports back quickly to parents/carers regarding their concerns on bullying
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant statutory / voluntary organisations where appropriate.

Definition of Bullying

- It may be verbal, physical, or psychological in nature
- It may be in the form of a socially acceptable behaviour which, by intent, makes others feel inferior or causes distress
- It is necessarily a repetitive attack which causes distress, not only at the time of each attack, but also by the threat of future attacks
- It is characterised by the dominance of the powerful over the powerless in whatever context.



Some Examples of Bullying

- Following someone or menacing stares
- Mother-cussing, which is when children make derogatory remarks about each other's mothers often implying prostitution, obesity, or racist in undertone
- Swearing, bearing malice and 'getting even'
- Rubbishing other children's work
- Wilful destruction of someone else's work or property
- Stealing - valued possessions, packed lunches, etc
- Intimidation and extortion
- Physical violence
- Mental cruelty
- Cyber bullying

A whole school approach to Child-on-Child abuse

1. School Ethos:

Phoenix Primary School recognises its important role in promoting the spiritual, cultural, mental and physical development of young people.

Children are encouraged to respect themselves and each other, the adults they live with and the adults in the school and surrounding community.

They are encouraged to respect property and care for the environment, to be honest, trustworthy and fair, and to develop self-discipline along with their own self-respect.

High self-esteem amongst the children and staff, and pride in and care for the environment in which they learn and work, are the best bases for creating an orderly atmosphere with good behaviour and discipline, in which effective teaching and learning can take place.

The children will be positively encouraged to learn right from wrong, to show tolerance and compassion towards each other, and to realise that they have duties and responsibilities as well as rights. Children learn by example as well as rule.

The teachers and all staff at school have, as well as parents, a substantial responsibility in setting a good example, so that the children grow up to be independent, self-disciplined and responsible adults.

The school's Behaviour Policy promotes the positive, uses rewards and sanctions and gives praise where due and appropriate.

2. The safe and secure learning environment

The school aims to provide a safe and secure learning environment where pupils and staff: -

Feel safe

Care about each other

Value and respect each other

Recognise and reward achievement



3. The Pupil Programme

Every child in this school will be encouraged to have:-

a) **High self-esteem**

Teachers encourage this by themselves having high, but realistic expectations of the pupils in terms of achievement and of behaviour. They are constructive and positive with the children and all teachers run a system of awards and rewards as does the Headteacher and Deputy Headteacher.

The curriculum is differentiated appropriately to stimulate, engage and encourage pupils and pupils are encouraged to feel capable of success.

All pupils are made aware of acceptable and unacceptable behaviour and are responsible for making up and abiding by their own class rules.

b) **Friendship**

Children are encouraged through play to socialise with others. They are taught how to be tolerant and play nicely with each other. Class discussions are often held about friendship - how to be good friends etc. Assemblies are held in which playground games are taught.

c) **Assertiveness**

Children are encouraged to be assertive but not aggressive. They are encouraged to talk openly about their problems, ideas, feelings etc, and are respected by the adults they come into contact with. This encourages the children to respect each other and enables them to face up to situations positively but not aggressively and to ask for help when necessary.

d) **Handling conflict**

Older pupils are actively encouraged to look after and care for younger ones or children whose special circumstances may make them vulnerable to bullying. When conflicts arise between pupils a set procedure is followed and all incidents are recorded.

Working with bullies

- i) Immediate teacher response to stop bullying incident
- ii) Clearly state that the behaviour is unacceptable (label the act and not the child)
- iii) Remind the pupil of the procedures which now will follow
- iv) Procedures for recording incidents completed
- v) Arrange for a quiet time to talk with the instigator a.s.a.p
- vi) Discussion of how the victim feels
- vii) Further action as decided after consultation and completion of the incident form
- viii) The bully may make amends by apology to the victim



Long Term

- i) School makes a clear statement that bullying is unacceptable
- ii) Procedures for recording incidents followed by staff
- iii) Ensure that the procedures are understood by pupils
- iv) Personal development programme which includes self-esteem and assertiveness, completed by all pupils
- v) Content of the programme reinforced across the curriculum
- vi) Parents informed of school procedures
- vii) All ancillary staff made aware of the structures
- viii) Ensure that the curriculum provides positive images of gender, race and special needs to counteract stereotyping
- ix) Staff as models of appropriate behaviour so that pupils observe frustration, conflict and stress handled in a mature way

Working with victims

- i) Remove the victim from the scene as soon as possible
- ii) Remind the pupil of the procedures which will now follow
- iii) Procedures for recording incident completed
- iv) Arrange for a quiet time to talk with the victim a.s.a.p and discuss coping strategies
- v) If appropriate, arrange a mediation meeting with the victim and the bully, with a teacher/learning mentor as the impartial mediator
- vi) Arrange a follow-up time for checks, with the victim, to monitor behaviour
- vii) Support from a friend or other member of the class, if appropriate
- viii) Ensure that the victim has access to a member of staff with whom they can discuss personal matters safely

Long term

- i) Ensure that school climate ensures children able to “tell” if they have been bullied
- ii) Staff provide model of non-aggressive behaviour
- iii) School makes it clear that any aggressive behaviour is unacceptable
- iv) Praise and reward is not only given for academic achievement or through competitive events
- v) Staff training - all staff including dinner supervisors will be made aware of the anti-bullying programme, and training will be given where appropriate
- vi) Parents and governors will be informed of the anti-bullying programme, as will the Educational Psychologist and other concerned outside agencies
- vii) The curriculum - we have in place multicultural and equal opportunities policies. The curriculum provides positive images of gender, race and special needs in order to counteract stereotyping
- viii) Staff - the staff act as models of appropriate behaviour so that pupils observe frustration, conflict and stress handled in a mature way.

