



Anti-bullying Policy

Aims: To create a safe and happy environment where everyone feels confident in talking about and sharing their worries, knowing they will be listened to, supported and given help.

To recognise as a community that bullying is unacceptable in any form and action will be taken to ensure that bullying tactics are recognised and dealt with.

To work in close partnership with Parents to ensure that appropriate and acceptable intervention strategies are communicated and used consistently.

This policy should be read in conjunction with our Mission Statement and all other behaviour policies, including Discipline and Assertive Discipline.

The following statement defining bullying is taken from our Discipline policy:-

We define a bully as an individual or group of persons who, through physical, verbal or psychological intimidation, causes physical, mental or emotional distress to another individual or group. Bullying at school is not tolerated in any shape or form and any perpetrators are dealt with firmly, with the results of their activities being explained to them.

In defining bullying in this way we are specifically putting bullying into a different compartment to the acknowledged “everyday” social jostling that will take place in a healthy school environment where children are learning how to live alongside each other in a social group. Recognising when behaviour moves outside of this and setting out procedures is dealt with in a variety of ways in school and will always be managed sensitively and with due regard to the individuals involved.

Practice and procedure

Our whole school ethos is set within high expectations of the individual in terms of their behaviour in all situations and we seek at all times for children and adults alike to show respect for themselves and others.

There are a variety of strategies used within the school curriculum to ensure children are aware of these expectations, beginning in the September of each year when classroom rules are laid out and agreed. These class rules are formulated during discussion with the children and will generally fall within the categories of keeping self and others safe and having respect for self and others. In addition to this, all are given opportunities to explore and discuss thoughts, feelings and issues through our PHSE sessions, Circle time, RE and whole school Assemblies (see relevant policies). If there is a specific issue, extra sessions are held in class to discuss feelings and formulate group approaches to the problem/s raised. At all times and in all situations, we encourage the children to “share and tell” if they are being mistreated, feel aggrieved, or witness such a situation happening with another child. Such reports are always listened to and investigated carefully to ascertain circumstances. Although we operate within a learning culture where we accept that children will make errors of

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judgement when dealing with situations, we do involve Parents early on where bullying is involved. On occasion, a group of Parents i.e. within a class or year, may be invited to join a separate discussion forum to understand the problem/s and formulate an agreed approach.

All children who are referred to an adult for unacceptable behaviour are given an opportunity to explain themselves and involve others if appropriate for clarification. As a plenary, children are always told why their behaviour was unacceptable and what they could have done instead. Those sent to the Headteacher for behavioural infringements are expected to explain the situation, the reasons for taking the action/s they did and the consequences for themselves and others. At no time will any blame be assumed or apportioned before the whole situation has been explored with the child/ren involved and the supervising adults.

If the situation is judged to be a case of bullying, the word will be used very specifically and the child told why bullying is an unacceptable course of action. Children are given every opportunity to talk about the issues and express their views, thoughts and feelings, both in small groups and to the individual concerned. Through careful management, clear guidance is given as to what constitutes bullying and strategies which can be used to confront bullies. No child in the school is expected to confront bullying beyond an assertive "I don't like that" statement. All are taught from their earliest time in the school to seek an adult to deal with the situation.

However, sometimes bullying will be carried out in a very sophisticated and covert way and will only be recognised when other symptoms manifest themselves. In cases such as this, the evidence will be collated through investigation and/or discussion with the adults (parents and staff) involved and solutions sought which clearly reflect the situation.

Children who use bullying tactics as a regular response to social situations, or who seek to control others through bullying, are helped to explore and use other ways of social interaction and modify their behaviours. The adult/s involved within the school always seek to maintain and promulgate a positive and non-biased approach

Complaints of bullying (from children or Adults) are always passed directly on to the Headteacher, who will ensure appropriate action to deal with the problem is put into place and clearly communicated. Any incident of bullying is dealt with as an ongoing issue, with procedures for covert monitoring and regular checking (either direct or indirect) of the situation to ensure effectiveness of the plan in eradicating the unacceptable behaviour/s.

Incidents are recorded on the Bullying Incident form (Appendix A).



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Bullying Incident Recording form

Date:

Child/ren involved

Complaint/s of victim

Response from child complained about

Situation/s

Action plan

Adults to be involved

Monitoring arrangements

Feedback