

## **ANTI-BULLYING POLICY**

### **Introduction**

We have defined bullying as deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racism), physical, social or psychological.

### **What we as a school can do to stop bullying**

Be a 'telling school' where anyone who sees bullying, or has it done to them, tells an adult.

- Inform the parents/carers of the bully of what has been happening.
- Make the punishments for bullying known to all the children.
- Show all the children how to walk away from a bully.

### **The 'no blame approach'**

This approach is used as a method of dealing with the rare incidences of bullying that occur. Using this method, the bullying is the focus not the bully. The no-blame approach adopts a seven-step response to incidents of bullying:

- The teacher interviews the pupil who has been bullied.
- The teacher convenes a meeting with the people involved.
- The teacher explains the problem.
- The group shares the responsibility. The teacher asks the group for their ideas.
- The teacher leaves it up to them to implement.
- The teacher meets with the group, after a few days, to review the progress made.
- The teacher will decide who, at this stage, needs to be informed.

### **What additional punishments will there be if the no-blame approach does not work?**

The bully will be placed on report and the parents notified. The bully will be given a two-day exclusion if the bullying continues.

### **What should pupils do if they think they are being bullied?**

Tell someone – it could be their teacher, parent/carer or any other adult in school.

### **What should the pupils tell an adult?**

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?
- Has anyone else been bullied by the same person?

- Have you told anyone else about this before?
- Was anything done about it?
- Have you done anything unhelpful that has not helped the situation?

#### **What should a pupil do if they witness bullying?**

- Tell an adult in school.
- Inform a school council representative who will then inform an adult without delay.

#### **What should pupils do if their friend is taken away by somebody else?**

- Ask them why they have taken their friend in a polite way.
- Tell someone (a teacher, midday supervisor or a school council member).
- Ignore them and play with someone else if you can.

#### **What action will our school take?**

- The school will always make its first priority the immediate physical safety of our pupils.
- The responsible adult/teacher will lead the 'no blame' sessions – following carefully the procedures that are laid down.
- The headteacher will inform parents and/or carers of the facts so far established and what has been done so far.
- The parents and/or carers will be asked to meet with the headteacher separately.
- If the 'no-blame' approach does not work a meeting will be called where both parents and/or carers meet with the headteacher and chair of governors to discuss the way forward (after the fixed term exclusion).
- If any agreed strategy then breaks down, a permanent exclusion will be made (the chair of governors taking no part in the ensuing pupil discipline and/or appeal hearings except as a witness).

#### **What should parents do about bullying?**

Inform our school if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. With older children it might be useful to refer to this policy and the home-school agreement. With all children, parents and/or carers should talk about the problems of bullying with their child.

#### **Important information about bullying**

- The nature of bullying changes as pupils grow older, and can become subtler.
- Most bullying is not physical, or direct. Children identify emotional and social forms of bullying as most hurtful.
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings.

- Most bullying is between children of the same ages.
- Those who witness bullying are as deeply affected as those who are directly bullied.
- Children follow examples. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves they will tend to adopt aggressive behaviour patterns themselves.

### **Review**

The governing board, headteacher, staff and pupils view bullying as a very serious impairment of our school's normal work and life, even though incidents are very small in number. They will therefore keep this policy under regular review with a report to the governing board once a year. The pupil discipline committee, who will hear any parental objections to fixed and permanent exclusion, will discuss individual incidents.