



Minety Church of England Primary School Anti-Bullying Policy 'Shine, Help, Imagine, Nurture, Excel

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Responsibility for review: Staff & SLT

Related policies and documents: Child Protection, SEND Policy, School Handbook, Behaviour Policy, E Safety, Use of Physical Restraint, Health and Safety and Whistleblowing

Our Vision at Minety C of E Primary School

In Minety we aim for all to **shine**, not only in everything that we learn but in everything that we do as a Christian School community. As pupils and members of staff at Minety we are defined by this message to **shine in all aspects of life – life in all its fullness** and **sparkle** by **helping one another**. We **imagine a better world**, **nurturing** dignity and respect for others. We value all children for who they are and expect them to value everyone else in the school community. We encourage our children to **excel** in all that they do and to aim for excellence.

The **SHINE** vision is rooted in the words “**Everyone who has been wise will shine as bright as the sky above, and everyone who has led others to please God will shine forever like the stars.**” Daniel 12:3

We are also defined by values of kindness, courtesy, fairness, and respect for one another. These lead to motivation for service and commitment to society, both within and beyond our school. For this reason we have taken Jesus' summary as our principle of life in Minety C of E Primary school: “**Always treat others as you would like them to treat you**” (Matthew 7:12).

In Minety C of E Primary school we are engaged on the start of a life time journey in which we will **shine** starting our journey from God and moving out into God's world. We **help one another to live together and help our community** and **imagine** our potential not simply with hope and aspiration but also by understanding that every person can be an agent of change in our everyday world. We **nurture** dignity and respect for everyone whatever their difference in terms of being or ability. We aim to create a caring and happy school community committed to **excellence in wisdom knowledge and skills**. These values are very much aligned to the Christian values of **generosity, service, creativity, compassion** and **perseverance** but based on the words of the children and our wider community.

We are committed to all children achieving their very best – excellence at a level that is achievable for every child. Children will leave this school as the very best Readers, Mathematicians, and Writers that they can be, combined with an understanding of health and fitness in mind and body. This can only happen if a love of learning for learning's sake is fostered. This happens through the dedication of our school staff team who are motivated and valued.

It is a failure if we are *only* producing children who are able academically – there is so much more to life. Parents who are the centre of a child's life, need to be supported by the school in helping their child be confident, by the school providing something; be it a club, a role or a subject, which enables their child to understand and feel success. We will enable children to reflect on their actions, good and bad and understand consequence and the importance of doing good. By going through this process children will also develop self-awareness and an understanding of how they can always improve, and reach beyond perceived barriers. To achieve this level of self-awareness children will develop skills that enable them to excel at behaving and communicating, by both listening and speaking, always, in a spirit of respect for others and themselves. It is vital, always that children are able to turn perceived weakness in to actual strength. All of this will lead to an inner confidence which, more than anything else will enable a child, in his/her future, to rise to the challenges of the modern world and to flourish.

Purpose

The purpose of this policy is to:

- *“create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best”*

BULLYING - definition

Bullying is a repeated wilful, conscious desire to hurt or frighten someone else, either physically or mentally.

There is a difference in the behaviours that anyone can exhibit:

Rudeness – unintentional, hurtful and one-off behaviours

Meanness – intentional, hurtful and one-off behaviours

Bullying - intentional, hurtful and happens more than once, even when you ask them to stop or show that you are upset.

Policy Statement:

The school policy is that staff will take every incident seriously, deal with every incident according to the agreed guidelines, keep careful records and share information.

1. The Nature of Bullying

Bullying is considered to be:

- Deliberatively hurtful (including aggression)

- Repeated often
- Often difficult for individuals who are being bullied to defend themselves against.

Bullying can take many forms:

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting, making offensive remarks
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Through the use of cyber-bullying (e.g., text messages, email or using social networking sites like Facebook or Ask FM)

People may bully others because of varying perceived differences:

- Sexism, racism, religion or belief, academic ability, gender, identity, homophobia, transphobia, bio-phobia, disability, perceived characteristic (e.g., hair colour or weight) or because of an associate (family member or friend)

2. Our approach to bullying

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle-time, role-play, class performances, sharing assemblies, moral debate assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of school council, play-leader, member of collective worship group, promotes children's self-confidence. In having this approach we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

For children who prefer to make their concerns known discretely, we have 'worry boxes' in classrooms and main school areas. These are checked by members of staff on a regular basis.

Our Personal, Social and Health Education (PSHE) curriculum ensures that each year group addresses issues related to behaviour and bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, developing self-confidence. In addition to this, bullying in its many forms and behaviour issues are the focus of regular circle time discussions.

We have two aims when reacting to bullying:

- To make the child who has been bullied feel safe
- To encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is an eight-step approach.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem solving approach, then the following procedure will be followed:

- The Headteacher is informed
- The pupil who has been bullied is interviewed and their comments recorded
- The pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded
- The parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Headteacher, pupil and parents is held; the incidents and the sanctions are detailed
- When required Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies
- In persistent circumstances sanctions may include: permanent exclusion, temporary exclusion, exclusion from the premises at lunchtime, exclusion from the playground at lunchtime.
- The parents of the pupil who has been bullied are kept informed throughout the whole process.

INCIDENTS

Involving others:

- a. The Headteacher should be informed in all cases of bullying.
- b. Colleagues should be informed if the incident arose out of a situation where everyone should be vigilant, e.g. unsupervised toilets or at playtime.
- c. Parents should be informed.
- d. In dealing with parents, it is important that they are reassured that the incident is being dealt with promptly, firmly and fairly.

Final Steps:

- a. The incident should not live on through reminders from staff but circumstances should be noted for future reference.
- b. Staff should think ahead to prevent a recurrence of the incident, if a trigger factor is identified.
- c. Careful notes of what has happened, including times and dates, what has been said and what action has been taken and agreed should be taken.
- d. Records should be kept in a confidential place.
- e. When meeting parents, staff should not be alone so have a witness present; parents too should be allowed to have a witness accompanying them if they or he/she so wishes. It is advisable to devise and share a constructive plan of action with parents.

Reminders

- Do not be over-protective; allow the victim to help him/herself.
- Try to look objectively at the behaviour, with the bully.
- Do not keep the incident a secret because you have dealt with it.
- Do not try to hide the incident from the parents of the victim or the bully.

When meeting parents, be aware that they may pose a threat to you if they are emotionally involved with their child's behaviour. All meetings should be held at a planned time in suitable conditions. No member of staff should conduct a meeting of this sort on their own.

Consistent Expectations

We DO expect

- Children to be polite and to use 'please', 'thank you', 'sorry' etc with thought and genuine tone.
- The use of names when answering, e.g. "Yes, Miss" when the register is called.
- An apology when something has gone wrong, e.g. "I'm sorry I'm late Miss"
- To give way at doors to allow adults to enter or exit and to say "excuse me" if they have to pass adults in conversation.
- Children to walk in an orderly way and to be aware of the other people around them.
- Orderly lining up when a class is about to enter a room, or move to a different location.
- Children to sit silently, e.g. in assembly, respect the solemnity of some occasions, and respect the right of others to do the same.
- Children to be attentive, to look at and listen to a speaker/teacher.
- Polite involvement in teaching situations
- A child to listen and respond when being spoken to.
- A hand-up to signal the need to ask, answer or talk to the adult.
- Children to be self-reliant in finding resources.
- Children to respect others' right to work and play safely and happily.
- Courtesy in play and co-operation with others
- All children to respect belongings and resources, especially books, and replace whatever has been used in its rightful place.
- Children to be kind and respectful to one another in and outside of the classroom.

Problem Solving Approach which would be used for all incidents of bullying including cyber-bullying, homophobic, bio-phobic and transphobic bullying.

Step 1: The child who has been bullied is interviewed

Once it has been established that a child has been bullied, the child is interviewed. The main focus of the interview is to understand the effect the bullying has had upon the child. He or she is asked whether they want to pursue the issue. If appropriate the child may be asked to draw a picture or write something to describe the effect the bullying has had on them. The child is then asked who he or she would like to attend a meeting who might help to make their lives much safer at school.

Step 2: A meeting is convened with people involved

A small group of pupils is asked to meet with the teacher or the person who is handling the meeting. This will include those who have displayed the bullying behaviour, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

Step 3: The problem is explained to the group

The bullying is explained to the children and it is emphasised that the bullying makes the person being bullied feel really bad. The others are shown the picture or writing; either is used as the basis for discussion. No one is blamed for the bullying but solutions are sought.

Step 4: The responsibility is shared

The group shares the responsibility for the bullying. Although blame is not attributed and punishments are not meted out, the act of bullying has to be acknowledged so that the group can move onto the next stage.

Step 5: The group is asked for its ideas

The group is asked what they feel should be done. After brainstorming, individuals suggest solutions – how they feel they can help and what they will do. Good, positive suggestions for making things better are sought.

Step 6: It is left up to the group

The responsibility for carrying out their suggestions is left up to the group. They go away feeling that they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

Step 7: A review meeting with the child who was bullied is held

A week or so later the teacher meets up with the child to find out what improvements have been made.

Step 8: The group meets again

The group meets again to discuss what they have done, what effect they have had and receive feedback from the meeting the teacher has had.