



Anti- Bullying Policy for St Thomas' Church of England Primary School.

Aspect Leader:	Mrs C Gilmour
Governors with responsibility for Planning:	Curriculum Committee
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This policy document reflects the school values and philosophy in relation to bullying and its prevention. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on procedures available to prevent, recognise and deal with incidents of bullying in our school.

This policy should be read in conjunction with the policies for: Pupil Behaviour, Health and Safety, Special Needs, Personal Social and Health Education and Child Protection

WHAT IS BULLYING?

Bullying is any form of sustained aggression that involves the illegitimate use of power to hurt, frighten or threaten someone else over a prolonged period. Bullying can manifest itself in a number of ways:

- gesture;
- verbal - name-calling, sarcasm, spreading rumours, persistent teasing;
- physical - pushing, kicking, hitting, pinching and any other forms of violence;
- extortion;
- emotional - exclusion, tormenting, ridicule, humiliation;
- racist - racial taunts, graffiti, gestures;
- sexual - unwanted physical contact or abusive comments.

At St. Thomas', we make every effort to intervene to prevent bullying from taking place. Unchecked bullying has negative effects on both the bully and the victim. If bullying continues, the bully learns that they can get away with violence, aggression and threats and that this sort of behaviour gets them what they want. Besides being vigilant ourselves in school, we also rely on the support of parents and children to keep us informed of any concerns they may have so that we can investigate these and take action if necessary.

PREVENTION IS BETTER THAN CURE.

At St. Thomas', we aim to prevent bullying by adopting the following measures:

- involving children and parents in defining what they consider to be bullying;
- discussing the causes and consequences of bullying;
- raising children's awareness of the seriousness of bullying;

- discussing unacceptable behaviour with the children and encouraging them to report this kind of behaviour if they know it is occurring;
- developing confidence in the children and parents that reported incidents will be dealt with sensitively and effectively;
- promoting positive behaviour towards everyone through assemblies, circle time, stories, drawing, discussion, role play and via messages in the curriculum;
- establishing expectations of good behaviour and high standards in the minds of staff, pupils and parents;
- reflecting upon our Gospel Values and examples of good Christian practices;
- boosting children's self-esteem through our merit system and through comments/actions made throughout the day;
- encouraging children and parents to talk problems through with their child's teacher or another member of staff;
- teaching children that differences should be accepted.;
- rewarding and encouraging children for individuality, co-operation and non-aggressive behaviour;
- being available throughout the day to discuss problems with pupils;
- liaising with other members of staff, to inform them of incidents and action being taken, so that we can support each other;
- liaising with the lunch-time welfare staff concerning children's behaviour;
- ensuring that the welfare staff follow our behaviour system and are clear about reporting incidents;
- alerting parents to our concerns about bullying and to the ethos we are striving to develop in school;
- inviting parents to respond to our concerns and help us in the drive to maintain a fear free school;
- possibly using a confidential "worry box" in classrooms, where children can voice concerns.

POSSIBLE SIGNS TO LOOK FOR

- Unwilling to come to school at all
- Feeling ill in the morning
- Achieving poor results
- Possessions damaged or missing
- Becoming distressed, anxious, withdrawn, stammering and lacking in confidence, poor sleep pattern, problems with money
- Refusing to say what is the matter
- Begin to bully others and deviate from a normal pattern of behavior.

HOW TO DEAL WITH THE SITUATION

If parents report suspicions of bullying, we will:

- Discuss our definition of bullying and make it clear that the school will not tolerate bullying in any form and that their concerns will be thoroughly investigated and dealt with appropriately
- Report the incident to the Headteacher
- Speak to parents within a day or two to report back our findings

- Ask them to come back if there are any more problems
- Record the incident in writing and date it
- Monitor the situation to ensure that it does not continue, or escalate.

If a child reports that they are being bullied or are aware that another child may be the victim of bullying we will:

- Follow any, or all of the procedures above
- Discreetly speak to the children
- Offer support and advice to sort out the problem
- If findings show that bullying is taking place, follow the procedures below.

Bullies must learn that bullying is unacceptable and there are consequences if they continue to bully. They have to change and not be allowed to get away with bullying.

PROCEDURE FOR DEALING WITH BULLYING

- Investigate incidents on an individual basis
- Take the incident seriously
- Interview all parties separately
- Interview witnesses
- Decide on appropriate actions ie. apologies, sanctions, informing parents etc.
- Hold lessons, discussions, assemblies on bullying
- Inform parents of incident and outcome
- Keep a written report on the children's file in a separate area

The Headteacher will be involved and advised of any matters regarding bullying and for instances of repeated and persistent bullying, will take appropriate action.

We actively encourage good, positive behaviour and respect for each other through our behaviour system which is underpinned by our Gospel Values. Positive behaviour is also rewarded through the use of achievers certificates during Achievers assembly. On a class basis, teachers will reward with merits and positive praise for good behaviour.

RECORDING

Class teachers, non-teaching personnel and the welfare staff keep ongoing records of events and subsequent action, as set out in our Behaviour Policy. If relevant, these might take the form of an Individual Behaviour Plan (IBP). The Headteacher keeps a Behaviour log book for more serious incidents. These are reviewed periodically as the need arises. Copies of all written communication sent to parents or outside agencies are kept in school.