

Anti-Bullying Policy

Rationale

Bullying occurs when a person or group persistently behaves in a way that does not recognise or meet the needs and rights of the other person or people who is/are harmed by the behaviour. We recognise that bullying takes many forms for example, physical, verbal, emotional, non-verbal, cyber and intentional exclusion.

There is a need to recognise that bullying does occur, to assert that it is unacceptable and to demonstrate that it will be dealt with effectively. Adults working in schools have a right and a responsibility to influence values and encourage tolerant attitudes. There should be respect for all people at all times.

Purposes

- 1 To build confidence and self-esteem so children are able to build and sustain healthy relationships.
- 2 To create a school culture in which bullying is unacceptable and children and adults feel safe.
- 3 To teach children to understand what bullying is; to recognise it and to speak out when they are aware of it taking place. To encourage children to always tell an adult and there are always staff on duty to talk to about their worries.
- 4 To have an agreed approach to bullying which is understood by all adults within the school community, to children and to parents.
- 5 To monitor the incidence of bullying and how effectively it is dealt with.
- 6 To reduce the incidence of bullying in the school.

Procedures

All complaints are investigated. Where it is considered by the member of staff responsible that an allegation merits further action, he/she should initiate the following staged procedure and make a record of it.

- 1 Interview the victim and note details of the incident(s) and the feelings involved.
- 2 Interview the perpetrator(s) and note details of the incident(s) and the feelings involved with a focus on the victim, leading to suggestions to resolve the situation.
- 3 Use necessary sanctions as appropriate.
- 4 Inform parents/carers if appropriate.
- 5 Regularly meet with the victim and resolve any further incidences at once in the same way.
- 6 Hold a review meeting after one week with perpetrators; include the victim if appropriate.
- 7 When appropriate, incidences will be reported to Governors.

Further considerations

When dealing with a bullying incident, members of staff could seek advice from colleagues. When dealing with a bullying incident, members of staff should not:

- a) Attribute blame;
- b) Use the labels “bullies” and “victims”
- c) Exhort better behaviour
- d) Try to change the victim’s behaviour – he/she is not to blame for the bullying

Assertive discipline is still the response to physical, verbal and emotional aggression. If bullying is suspected then it may be appropriate to suspend the assertive discipline approach.

Teachers should model good behaviour and not misuse a position of power to dominate pupils.

Regard should be paid to the special educational needs of those involved in any incident and that equal opportunities are available to all concerned.

The regular sessions of Circle Time held in each class to address issues like friendship and bullying, assertiveness and self-esteem will be held with special focus on relevant issues.

There will be a learning mentor available to support children involved.

The PSHE Scheme of Work includes work on anti-bullying.

This policy should be read in conjunction with the E-Safety policy.

Next review: March 2019