

# **THURLASTON CHURCH OF ENGLAND PRIMARY SCHOOL**



## **ANTI-BULLYING POLICY**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## THURLASTON CE PRIMARY SCHOOL

### ANTI-BULLYING POLICY

#### Principles:

Bullying of any kind is seen as unacceptable within our school.

The school's positive behaviour policy sets out its key principles for the positive management of behaviour, in accordance with the school's mission statement. It states:

*'Every child at the school has the right to feel safe and secure within their school environment so they are able to learn effectively and develop as individuals. Accordingly, each child has a responsibility to behave in a manner which ensures this both for themselves and others.'*

Those principles central to this policy relate to respect for others and the encouragement of children to:

- empathise with others, and
- take responsibility for their actions and the consequences of these.

#### What is bullying?

The DfES Primary Strategy materials (2004), provide the following definition of bullying which the school adopts:

**Bullying is an abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person.**

#### Dealing with bullying:

The school recognises that children who experience bullying need:

- to feel that they can approach or notify a member of staff and that, once they have done so, their situation will be dealt with:

- promptly
- supportively
- sensitively
- with consistency, and
- according to common procedures
- to feel supported by the process adopted and by those helping them
- to be able to express their feelings and be listened to
- to have the situation, once procedures have started, closely and regularly monitored
- to feel empowered to deal with the situation by developing skills.

The school believes that those who bully others need:

- the opportunity to consider and reflect upon their actions and the consequences of these
- the opportunity to take responsibility for their actions and make reparation for these

The school recognises that all too often, punitive approaches do not break the cycle of bullying as they do not encourage honesty or the active taking of responsibility to effect change. A 'no blame' problem-solving approach is therefore adopted.

### **Proactive approaches:**

The school's approaches are both reactive (when we are made aware of a problem we take steps to deal with it) and proactive (what we do to make pupils aware of bullying and how to prevent it and deal with it if it does occur).

Proactive approaches include:

- awareness raising and curricular activities as part of the annual anti-bullying week;
- discussion of bullying and activity-based exploration through the PSHE curriculum and circle time;

- discussion of friendships and activity-based exploration through the PSHE curriculum – maintaining and developing friendships, and dealing with breakdowns in these;
- exploration of bullying through collective worship;
- discussions with pupils as part school self-evaluation processes to aid joint problem solving and the identification of issues e.g. regarding areas where pupils feel safe/not safe;
- discussion of issues with the school council;
- consultation with parents, staff and governors in policy formulation;
- the issuing of guidance to parents and children;
- staff training on bullying.

### **Reactive approaches:**

The school's appointed 'anti-bullying representative' is the head teacher, Mr Beetham. Staff should report all incidents of bullying to this staff member, who takes key responsibility for bullying incidents. In his absence, Mrs Makin assumes responsibility for this role.

The no blame approach involves the bullied child and those who have carried out the bullying in securing an agreed plan of action for the resolution of the problem and very close, very clear, monitoring of the situation.

Notifying parents of the bullied child is not always the wish of the bullied child. This can be discussed with the pupil and a decision made taking into consideration the particular circumstances involved. If the no blame approach is successful then parental involvement may not be needed. If it is not initially successful, then parents are usually invited to become aware of the situation as they are a major support.

1. The staff member assesses the situation and, if they are made aware directly by the bullied

child, listens to them. It is often best to do this away from others e.g. in a class base so that listening is afforded quality time and notes of the discussion, including the pattern (when, where, how, by whom, for how

long, previous time), as well as who else is aware (other pupils, parents) can be made and dated. At this stage a judgement has to be made as to whether the bullying representative should be notified immediately.

2. The bullied child should be reassured that what they are experiencing is unacceptable and that they are right in seeking support. The options for action should be explained to the child. This typically would comprise:
  - Staff member talks to those who have carried out the bullying to explain that they have been made aware of a situation and that their understanding of it is x and that its impact on the bullied child is y. (The bullied child can be given the option at this stage as to whether they are present at this meeting, which again should be held away from others and recorded). Those who carried out the bullying should be asked to reflect on and empathise with how the bullied child feels and how they might put the situation right – responsibility for reparation, not blame for perpetration is required. Resolutions offered by those who have bullied, might be:
    - Not do it again
    - Make friends / do something kind for the person
    - Avoid
    - Say sorry

It is important that these are listened to and noted and, through discussion and based on the staff members knowledge of the issue, a recommended course of action agreed upon. If the bullied child does wish to be present at this stage, then they are able to state how they feel, if they wish, and to agree the course of action discussed i.e. is this suitable for them?

3. The course of action is noted, repeated back to those involved and dates and times for its monitoring noted. It is essential that both those who have carried out the bullying and the bullied child, know that it is going to be closely monitored and that:
  - a. If the bullying continues the bullied child will inform the staff member
  - b. The bully(ies) will need to report to the staff member on progress at regular intervals and that this will be recorded at the end of a week. Monitoring in the meantime depends on the situation and where it occurs. If for example it is a break time experience only, monitoring 'check-ups' may be necessary at the end of every break. If at the end of

the week there have been no instances, the monitoring period can be lengthened until the next recording meeting. If all has been well, it can be moved to a system of notification only if something happens until the week 3 recording meeting. If all is well then, it can be moved to a notification only and no more meetings basis (but with informal thumbs-up type checks with bullied child on a casual basis).

All incidents are recorded and dated in the 'Record of bullying incidents' file, located in the Head Teacher's office. (This file also contains a formal record of racist incidents, logged separately.)

The number of bullying / racist incidents will be reported to the governing body via the summer term Head Teacher's report from 2006.

The annual LA pupil questionnaire results are analysed in order to provide feedback regarding the success of the policy, and for comparison purposes with other Leicestershire schools. Information on this issue is included in the school's self evaluation form (SEF). For additional self –evaluation purposes, the issue of bullying is also raised on the annual parental questionnaire. Analysis of feedback data from pupils, staff, parents and governors may also be used in order to review practice or inform new initiatives.

#### Disability Equality Monitoring

Incidents of bullying will be monitored in regard to race and disability. The race equality and disability equality scheme should be read in relation to this.

The anti-bullying policy is reviewed every two years by the governing body and staff.