

White Bridge Primary School Anti-bullying Policy

Guidelines for preventing and resolving bullying

In this school we aim:

- to create an atmosphere where children, parents and staff feel happy and confident,
- teach children to value themselves, and develop strong self esteem,
- begin to develop children's emotional resilience, and the social skills to work with others to resolve conflict calmly,
- for children , parents and employees to feel able to approach members of staff if they have concerns about bullying involving themselves or others,
- to develop an understanding of what bullying is, and what it is not,
- to take all concerns seriously and investigate the reported incident(s),
- for children to take responsibility for their own actions and show respect for others,
- to give children confidence to be assertive and be able to say "Don't do that, I don't like it".

What is bullying

Bullying can be behaviour which is *intended* to hurt, intimidate, frighten, harm or exclude **and** is usually persistent. It will involve a targeted child/group. It can take a variety of forms which may include:

- physical
- verbal
- emotional
- cyber

Incidents of bullying can include:

- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching/kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising/excluding
- damaging school work
- damaging school/home equipment

It is not bullying when children have a one-off disagreement which is quickly resolved with (or without) adult intervention.

Prevention of bullying

We encourage a positive approach to the prevention of bullying through cross-curricular activities, particularly in health education and religious education which can be identified in our Curriculum Year Plans, assembly programme and PSHE scheme of work (SEAL). We also focus on this during national anti-bullying week in November each year.

We provide opportunities to:

- encourage children to talk about their feelings 'good' and 'bad' through: Stories, class discussions, assemblies, role play/drama, and for some children through Sunshine Club, school based counselling, and from time to time other small group interventions,
- use circle time (shared class opportunity for children and teacher to talk together) to build positive behaviour and promote self esteem,
- promote understanding of friendship through PSHE and
 - co-operative work/play situations in and out of the classroom,
 - links between year groups encouraging a caring attitude e.g. helping younger children in the dining hall, playground, finding their way around school,
 - school council,
 - use of storybooks and poems that talk about and illustrate friendships,
 - understanding of friendship through Religious Education syllabus - learning about yourself and others.
- use playground equipment to give constructive activity during break times,
- maintain a consistent approach to unacceptable behaviour by **all** members of staff,
- treat all children fairly and equally (this extends our school equal opportunities policy),
- praise positive behaviour through school's reward systems,
- teach children to know what is acceptable/unacceptable behaviour in school and why.

Incidents of bullying may be reported by:

- a parent/guardian of a child who is being bullied,
- by a child who is being bullied,
- by other children not directly involved in the bullying,
- by a member of staff.

Procedures to follow if an incident of suspected bullying is reported:

All claims of bullying should be taken seriously and investigated promptly.

If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed.

The member of staff should speak to the child/children involved. This may be on an individual or group basis depending on the teacher's/member of staff's interpretation of the incident. The member of staff involved should try to ascertain the true details by:

- taking the incident seriously,
- keeping calm - never over-react but act with calmness and fairness, even while showing displeasure with the child's/children's behaviour,
- listening to both/all sides of the reported incident,
- reassuring the victim,
- making sure that all parties involved understand what behaviour/action is being disapproved of and why,
- being seen to treat all parties fairly and with a consistent approach,
- trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent recurrence of unwanted incidents.

All suspected incidents of bullying should be reported to the headteacher, and these will be logged in the anti-bullying file. (SENCO's office). The member of staff involved and/or headteacher will decide whether parents should become involved: this will depend on individual circumstances, but if staff consider that this is bullying and is not a one off incident, parents should be advised.

If the reported incident is judged to be bullying then a copy of key details relating to the victim(s) and bully(ies) must be reported, recorded on file, and may also need to be retained in the pupil's personal records. Where this is the case, parents of both victim and bully must be involved. It is important for school and home to work together to try and ensure that the incidents do not recur for the victim(s) or the bully(ies).

This report should include:

- who was involved (or alleged to be)
- where and when the event(s) happened
- what happened
- what action was taken
- how action was followed up

It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions reoccurring. On most occasions this help will be from within the school and home. However on rare occasions outside agencies may need to be involved. This would initially be done through the Education Psychologist and must involve the child's/children's parents at this stage.

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