

SHEREDES PRIMARY SCHOOL POLICY ON ANTI-BULLYING

Reviewed April 2017

To combat bullying, each member of staff, ancillary staff, site manager, governors and parents must be aware of the school policy – this is the responsibility of the Headteacher. We use our school prospectus to inform parents that bullying will not be condoned.

Definition

Bullying is a continuous pattern of behaviour by one person towards another which is designed to hurt, injure, embarrass, upset or discomfort that person. It can be

- physical aggression
- the use of put down comments or insults
- name-calling
- damage to the person's property
- deliberate exclusion from activities
- the setting up of humiliating experiences, spreading rumours

Our Aims and Strategies

Our aim is to prevent bullying. We aim to:

1. Publicise the fact that bullying will not be condoned at Sheredes. Use our prospectus, home/school agreement, governors, newsletters – as appropriate – to inform parents of our policy.
2. Educate our children to understand what constitutes bullying and the skills to deal with it; that is, to enable them to be tolerant and assertive – see **Appendix A – Assertiveness Training for Victims and Stand Up For Yourself**. Give children opportunities to write or speak about aspects or behaviour that could amount to bullying – what games do you like? Which don't you like? What makes you frightened? etc.
3. Make children aware that knowing about bullying by or to others and doing nothing is unacceptable. This includes cyber-bullying. This forms part of our Home-School Agreement.
4. Use drama, role play, discussions, stories, as part of our normal curriculum, especially PSHE &C incorporating circle time, and assemblies, to do this.
5. We must listen to the children and seriously consider what they say. We need to encourage children to confide in us, and their parents, therefore liaise with parents where appropriate, and provide many opportunities for children to talk privately to staff members.
6. Use strategies to make new pupils in a class feel at home – 'special' friend, and strategies to make new pupils in school feel at home – 'buddying' – see **Appendix B – The Buddy System**.
7. Be watchful and observe the social relationships developing in a class – notice any potential problems.
8. Ensure that there are no 'unsafe' areas in the school. Ensure supervisors can see all areas where children play. Ensure MSAs are informed of any bullying incidents.
9. Investigate why a child is reluctant to go out to play.

10. Encourage children to play outside in a co-operative way.

IF BULLYING OCCURS

1. Believe the child who says he/she is being bullied and investigate the incident.
2. Publicise the fact that all allegations of bullying will be investigated.
3. All incidents must be reported to the Headteacher or Deputy Head in her absence, who will interview the children involved individually and log incidents in the Incident File kept in the Headteacher's office.
4. Talk to the bully and tell him/her that this behaviour will not be tolerated. If necessary privileges are withdrawn – such as dinner time or morning play.
5. If this bullying persists the Headteacher will involve the children's parents (both victim and bully) to work with them to develop strategies to use.
6. A close watch will be kept on both the bully and the victim and the victim will be given ample opportunity to report any further incident in private to named adults.
7. Class teachers are made aware of victims, and children who have been bullying and the nature of their behaviour to inform planning for PSHE &C teaching, classroom and playground management. The SA and MSAs will also be fully informed by the Head or Deputy Head. Bullies will be helped by being taught social skills by the class teacher. The class teacher will be supported by the Head and SMT, SA and MSAs, as well as peers as role models, to be able to do this.

HOW WE MONITOR AND EVALUATE THIS POLICY

We will know if this policy is working by:

Specifically:

- a) the victim is no longer being bullied – as evidenced verbally i.e. able to articulate positive feelings, and by positive behaviour e.g. happy, smiling, willing to participate in activities, good attendance, self esteem is high
- b) the bully is no longer bullying, self esteem is high

Generally:

- a) Children are tolerant and assertive and well informed as to strategies to combat bullying
- b) The incidents of bullying are being reduced

In KS1 circle time discussions are used as a monitoring tool, and in KS2 a termly bullying audit is also carried out to see if situations have improved.

This policy will be reviewed annually so that staff and governors may evaluate its effectiveness.