

**RUSHWICK C.E. PRIMARY SCHOOL
Anti-Bullying Policy**

Our Definition of Bullying:

“A repeated intimidation of a victim that is intentionally carried out by a more powerful person or group in order to cause physical and / or emotional hurt”

Bullying can be subtle. It can also be indirect (i.e. onlookers). It usually involves repeated incidents. Bullies are not stereotypes. Bullies can also be victims.

Aim:

Our children should be happy, confident and caring, and should be enabled to achieve their potential in all aspects of their development.

Bullying behaviour clearly goes against these aims for the victims, the perpetrators and for the school as a whole.

Objective of policy:

- to create an ethos in school where children, parents and staff can talk openly about behaviour that is causing concern.
- to make it clear to children, parents and all staff what to do if they feel that they or someone else is being bullied.
- to have a shared understanding of what constitutes bullying.
- to communicate with children and parents that we will always listen, and take allegations seriously, but will not accuse without being sure of the facts.
- to create a curriculum for children which celebrates diversity; encourages mutual respect, tolerance and understanding; promotes the development of good relationships and high self esteem; enables children to be assertive and positive without being aggressive.
- to have *procedures and strategies* to deal with bullying, in terms of:

1. Prevention

2. Dealing with incidents

3. Support

1. Prevention

Incidents of bullying occur in all schools, at some time or other. By acknowledging this, we are able to effectively implement the following procedures.

Vigilance by all staff at all times, especially lunch and break times, moving around the school, cloakroom areas etc. Children are encouraged to notice and care about each other, and to tell an adult if they are worried about someone's behaviour.

Listen to things children say to each other and to you.

Look out for children who are isolated, withdrawn, changes in behaviour or work patterns, those who suddenly don't want to go out to play etc. Notice friendship / group changes, establishment of 'gangs'.

Teaching staff

- Use curriculum time (PSHE, P4C, RE and whenever else it becomes relevant), collective worship and other assemblies to enable children to explore behaviour involved with bullying – intimidation, aggression, year / peer pressures and assertiveness etc.
- Have weekly / regular, timetabled sessions in class when children can talk about fears, incidents, unhappiness etc. – as well as more positive behaviour / occurrences.
- Remind children repeatedly that the way to deal with any worries is tell someone.
- Use staff meeting time to discuss concerns about particular incidents or issues. Communicate with lunchtime supervisors before and after lunchtime breaks, as necessary.
- Report and record serious incidents of bad and disrespectful behaviour, including action taken (see behaviour policy).
- If incidents are repeated, or if you are concerned, discuss in the first instance with the class teacher, and then if necessary, refer to Head or Deputy.

Lunchtime supervisors and teaching staff on duty:

- Inform class teacher, headteacher, deputy of any incidents of bad and disrespectful behaviour, including action taken (see behaviour policy).
- If incidents are repeated, or if you are concerned, discuss in the first instance with the class teacher, and then if necessary, refer to Head or Deputy.

2. Dealing with incidents and allegations

Incidents may be reported by parents, other children, lunchtime supervisors, teachers, assistants.

Listen and take them seriously.

- Every incident needs to be taken on its merits. Conversations need to take place between the individuals involved. Our aim, at least initially, is to acknowledge there is a problem rather than accuse and blame.

- If bullying is alleged or you think that is what it is, the following procedures need to be followed:
- Feelings need to be expressed in order to try to work out a solution.
- The teacher will initially talk to the children involved separately to ascertain what has happened.
- The children will then be spoken to together, if appropriate, to ensure all parties are clear about what should or should not happen in future.
- Apologies and appropriate sanctions will be applied.
- The teacher will keep a brief record.
- Agree to meet again to see how things are going.
- If incidents recur refer problems to Head or Deputy, who will speak to pupils concerned.
- If necessary, Head or Deputy will invite parents for discussion and will agree plan of action to avoid repetition of incidents and protect / support pupils concerned.
- If the problem becomes more acute, the educational psychologist will be asked for advice / involvement.
- If bullying behaviour is clearly proven, sanctions – in accordance with the behaviour policy – will be applied and support provided for victim and bully.
- Changes in any anti-social behaviour will be expected.
- Head or Deputy records in incident book.
- Monitor victim over a period of time to make sure problems have fully disappeared.

3. Support

The type of support provided will depend on the particular circumstances and individuals concerns.

Parents / cares are consulted, with the aim of working together to help the children involved.

Staff are committed to listening to the children and helping them to find solutions to difficult situations.

If necessary, the child are given structured programme of support at playtimes, if going outside is temporarily too frightening.

Teacher staff / lunchtime supervisors keep a closer watch on specific children or areas of the playground.

Friends / Support groups support individuals in the playground and 'look out' for them in all situations (e.g. School Council members, Shields, 'Buddy Bench' monitors).

The educational psychologist / family support worker will work with the school to help us support individual children and / or their parents.

PSHE, Circle Time and other curriculum discussion time provide structured opportunities for the children to discuss issues related to 'bullying'.

The school support charities such as the NSPCC, who provide excellent support for vulnerable children.

The school promotes a positive culture in keeping with the school aims, with strong adult role models, to make anti-social behaviour 'un-cool' and socially unacceptable to all.

A 'Buddy Bench' and 'bully box' is strategically used in school as a cry for help for children, if necessary.

Monitoring:

Monitoring is on-going and regular, to ensure that the policy is being put into practice and is effective. It is constantly updated but formally using the following timescale:

Date of policy: April 2017

Reviewed: June 2018

Next Review: June 2019