

SOUTH STREET PRIMARY SCHOOL



Anti-Bullying

Reviewed December 2016

POLICY DOCUMENTATION

ANTI-BULLYING POLICY

MISSION STATEMENT

Bullying takes place in every school and in the wider community and at South Street Community Primary School, we seek to address this issue by developing both a culture of openness and a structured response to incidents. South Street Primary School believes that our anti bullying policy should contribute to promoting the spiritual, moral, social and cultural development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life.

Introduction

We aim to ensure that all children in our school are safe from bullying and discrimination (Every Child Matters, December 2004). We also aim to ensure that all adults that work within our school community are also safe from bullying. This policy should be read in conjunction with the school's policies on:

- PSHE/Citizenship
- Behaviour
- Equal Opportunities
- Special Needs
- Social Inclusion

Aims

This policy aims to:

- Define bullying for the school community.
- Communicate key issues to pupils, staff, governors and parents.
- Provide a framework to address all bullying incidents effectively.

Rationale

An active whole school approach is essential to ensure a positive school atmosphere where there is no place for bullying. It is everyone's responsibility to prevent bullying. In addition to statutory requirements, there are also a number of practical reasons why bullying must be addressed in school.

- To ensure the safety and happiness of all members of the school community.
- To enhance educational achievement.
- To create a school environment where bullying has no place.
- To be vigilant throughout the school so that opportunities for bullying do not arise.
- To take action which will protect and support victims.
- To work through the curriculum to promote acceptable patterns of behaviour.

Definition

What is bullying?

It is deliberate hurtful behaviour that is repeated over a period of time. It is difficult for those being bullied to defend themselves.

Bullying takes many forms, but the three main types are:

- Physical - hitting, kicking, taking/destroying belongings.
- Verbal - name calling, insulting, making racist, sexist and other personal comments.
- Indirect - spreading hurtful rumours and gossip about someone or excluding them from social groups.

Pupils at South Street Community Primary School define bullying as:

'A bully is someone who constantly hurts other people mentally or physically. Mentally is when someone name calls you or says horrible things to you. Physically is when someone hits, kicks, punches or slaps you, they can also spit on you.' (Year 5/6 children)

'Bullying is when a gang of people or one person on their own singles out another child who is often different in some way.' (Year 3/4 children)

Implementation

The school will implement the following strategies to prevent bullying:

PROACTIVE STRATEGIES

- A clear lead from The Head Teacher, Deputy and PSHE Co-ordinator with effective and repeated communication between staff, governors, parents and pupils.
- Modelling positive behaviour for pupils by all adults.
- Pupils made aware that bullying is totally unacceptable and that any instances will be dealt with.
- Listening carefully to and supporting pupils, parents and staff.
- Remembering not to have a stereotyped image of a bully.
- Monitoring pupil behaviour carefully in and around school.
- Ensuring all staff are aware of pupils who may be cause for concern - share in staff meetings.
- Recognising behaviour change and early signs of distress (e.g. bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety and fear) as an indicator of bullying.
- Organised initiatives (e.g. buddying system, peer counselling, peer mediation, lunchtime club, circle of friends, secret boxes, R. time).
- Curriculum approaches, promoting understanding of bullying issues through drama, art, PSHE, English, RE and pastoral group work.
- Draw upon the expertise and experience of outside agencies and other schools.
- Discussions with pupils through the vision of the School Council to influence school decisions.

Once an incident has been identified these steps will be taken:

REACTIVE STRATEGIES

- Log incidents of bullying as quickly as possible and maintain detailed records.
- Take action as soon as possible, informing other members of teaching, non-teaching and midday staff.
- Increase vigilance at times of transition and other unstructured times of the school day.
- Once it has been established that bullying has taken place, parents of all pupils involved should be notified and invited into school to discuss the issues and seek a solution.
- Once clear evidence for bullying is established, actions will be taken to ensure that there is no recurrence. These may include:
 - The victims must be given reassurance, help and support but not overprotection.
 - The bully must understand that such behaviour is inappropriate.
 - Encourage the bully to see the victim's point of view.
 - Individual interview/counselling for both parties by teaching staff or senior management.
 - Increased monitoring of both vulnerable parties.
 - Inclusion in anti-bullying programmes.
 - Providing alternative facilities for unstructured times (e.g. increased responsibility, access to support groups).
 - Involve outside agencies.
 - Increased home-school liaison.
 - Opportunities for reparation.
 - Use of rewards/sanctions as defined in the behaviour policy.
 - Use of buddies as good models of behaviour

Evaluation/Monitoring

Monitoring will have regard to information about incidents of bullying and how they were resolved in the short and longer term.

The policy will be reviewed annually by a joint working party consisting of governors, staff, parents/carers.

Pupil's views will also be communicated to the working party. A regular audit of training needs will be carried out for governors and staff.

Copies are available on request from the school office and parents are notified of this in newsletters.

Reviewed: December 2016

To be reviewed: December 2017