



Anti Bullying Policy			
Date	Review Date	Coordinator	Nominated Governor
Sept 2017	Sept 2018	<i>Paul Lambert Lead D McConnell</i>	Personal Development, Behaviour and Welfare Committee

Anti Bullying Policy

We regard bullying as particularly serious and always take firm action against it.

We encourage pupils to work against it and to report any incidents of bullying. Our motto is “if you have a problem tell someone, if you see a problem tell someone”.

Teachers discuss this regularly with their classes and it is displayed around the building.

We are a “telling school” as we believe that bystanders are the key to identifying and resolving any bullying issues.

What is bullying?

There are many definition of bullying, but most have three things in common

- It is deliberately hurtful behaviour
- It is often repeated over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can take many forms, but three main types are:

Physical - hitting, kicking, taking belongings

- Verbal - name-calling, insulting, racist remarks
- Indirect - spreading nasty stories about someone, excluding someone from social groups

Early signs of distress

These may include:

- Withdrawn
- Deterioration of work
- Erratic attendance
- Frequent complaints of feeling ill
- Isolation
- Desire to remain with adults
- General unhappiness/anxiety/fear
- Late arrivals
- Bed wetting

Informal procedures

(in line with several different established anti-bullying strategies)

1. Reward non-aggressive behaviour in school.
2. Help pupils to see other points of view – How would you feel if....?
3. Encourage pupils to talk with someone they trust if they feel they are being bullied – this is not telling tales. (our “worry box” is regularly brought to the school council and governors attention e.g. in assembly or when pupils have had a problem)

4. Give support to both victim and bully by listening to both sides. Do not bully the bully – find out why they are bullying.
5. Follow up, to support the victim and prevent reoccurrence.
6. Parents of both bully and victim to be informed if the bullying continues/is persistent.
7. The “victim” is asked to draw a picture or write a poem about how the bullying has affected him/her then a meeting is held between the teacher and a group of pupils including the bully and the victim, observers and some uninvolved pupils. The teacher explains how the bully is feeling and the group offer solutions (The message to the pupils is that the bystanders are condoning the bullying by not telling and that the bully can change) The points for action are agreed and recorded with each child agreeing to do something specific then a meeting is arranged within a short space of time to discuss how things are going. (The no blame approach)
8. Circle time: After a fun warm up game the problem is discussed with one pupil speaking at a time. It is important to establish an ethos of openness and honesty without ridicule. (nb this is not appropriate for all situations as it could result in the “victim” feeling uncomfortable and the bully” showing off”)
9. Pupils are encouraged to post a note into the “worry box” then an adult will come and find them to talk about the problem. This also helps staff to recognise patterns in behaviour or persistent offenders. The Well-being leader/Learning Mentor will check the box daily and inform class teachers, observes specific problem areas of the school or approach specific pupils as necessary

Formal Procedure

- If a pupil persists in bullying, they will be placed on risk assessment stage 1, and have a Personalised Support Plan which is discussed with parents and closely monitored by the leadership team.
- All incidents and action must be logged.
- 3 substantial incidents of bullying will result in the completion of a risk assessment and agree what the next action will be if the behaviour continues (possible fixed term exclusion)

Head Teacher	Daryl McConnell	Date	September 17
Chair of Governing Body	Karen Little	Date	September 17