

## Ashleworth C of E Primary School Anti Bullying Policy

### Rationale

At Ashleworth C of E Primary, we are completely opposed to bullying and we will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of our school community have the right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

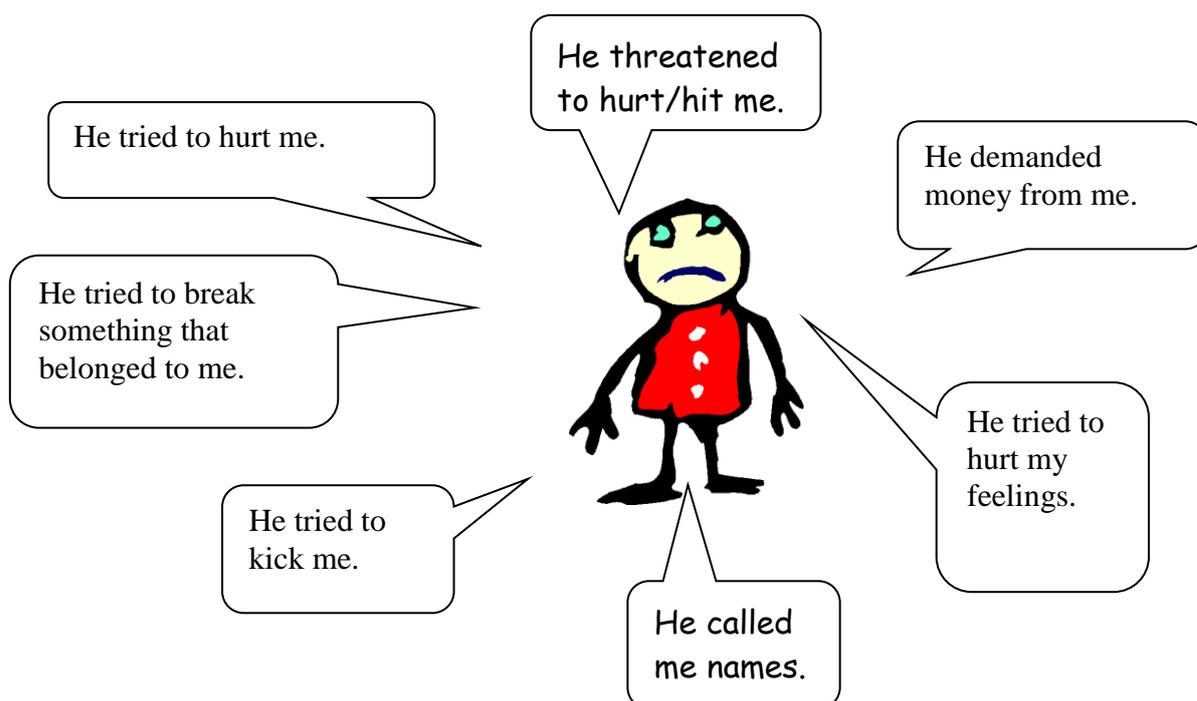
### Reasons for Policy

All schools suffer incidences of bullying which must be dealt with immediately.

A child's stability and self-respect might easily be destroyed by being the victim of bullying.

It is necessary, therefore, to inform all parents, children and members of staff of the steps that will be taken when bullying has been found to occur. This policy has been developed through consultation with all members of the school community.

### What is considered to be bullying?



Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms: physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

## The act of bullying and who does it affect?

Physical, verbal attacks and subtle psychological attacks such as exclusion from groups and malicious gossip.

There is a greater amount of bullying among boys than among girls.

Girls are more likely than boys to use verbal and psychological types of bullying behaviour.

Bullies are more likely to be hyperactive and disruptive.

Bullying children of either sex are more likely;  
❖ to have conflicts at home.  
❖ have a lack of values relating to sensitivity to other people

Bullying children can enjoy a status due to their ability to control the group but they are not really liked as their position is based on fear.

Both bullies and victims have lower self esteem than average children.

Children who are physically robust, extroverted, socially sensitive, unselfish, flexible, conforming to group norms, rewarding, non-attention seeking and modest individuals are less likely to be bullied.

The whole ethos of Ashleworth C of E Primary School is about respecting others and anti bullying.

We endeavour to ensure all children feel secure and valued. Positive behaviour is given a high profile. Opportunities to discuss behaviour, feelings and strategies for dealing with difficult situations are established through Personal, Social and Health Education, during circle time and assemblies.

### Teachers and parents should be watchful.

Incidents of bullying occur mostly at playtimes and on journeys to and from school.

The following types of behaviour should be watched closely.

❖ Pushing, shoving and/or tripping people up.

- ❖ Mess fighting (we were only messing about).
- ❖ Provocation of victims to lose their temper.
- ❖ Intimidation (I'll get you after school).
- ❖ Older pupils picking on younger pupils.
- ❖ Personal property stolen or hidden.
- ❖ Repeated name-calling or teasing.
- ❖ Isolation of children.

## **LISTEN – BELIEVE - ACT**

**What can you do to help prevent bullying in our school?**

### **IMPLICATIONS FOR PARENTS**

Parents need to:

- ❖ Contact school if you are aware or suspect bullying is taking place.
- ❖ Encourage children NOT to be aggressive with other people.
- ❖ Support the school if further action needs to be taken.

### **IMPLICATIONS FOR PUPILS**

Pupils need to:

- ❖ Trust staff to take action if being bullied.
- ❖ Be aware of rewards and sanctions and understand that your actions will have consequences.
- ❖ Tell staff if you are being bullied.
- ❖ Not stand by and do nothing or laugh when bullying is taking place.
- ❖ Try to be helpful and kind to other people at all times.
- ❖ Accept sanctions if found bullying.

### **IMPLICATIONS FOR GOVERNORS**

Governors need to:

- ❖ Make sure they know about and understand the anti-bullying policy.
- ❖ Support staff in implementing the policy.
- ❖ Take an active role in the review and maintenance of the policy.

### **IMPLICATIONS FOR TEACHING AND SUPPORT STAFF**

Teachers need to:

- ❖ Be prepared to find time to listen to children and take them seriously in a way which will not lead them to being humiliated or embarrassed i.e. ensuring privacy.
- ❖ Establish routine opportunities for children to talk about bullying.
- ❖ Include teaching about positive behaviour through the curriculum.
- ❖ Implement rewards and sanctions as quickly as possible.
- ❖ Recognise that we as teachers sometimes need help and seek it if appropriate.
- ❖ Examine our own behaviour to make sure we are not bullying pupils, colleagues or parents.
- ❖ Make sure everything we do gives the message BULLYING IS NOT OK.
- ❖ Encourage collective responsibility for ownership of the problem.
- ❖ Look out for possible bullying behaviour and be aware of bullying hotspots.

## **IMPLICATIONS FOR LUNCHTIME SUPERVISORS**

Supervisors need to:

- ❖ Be prepared to find time to listen to children and take them seriously in a way which will not lead them to being humiliated or embarrassed i.e. ensuring privacy.
- ❖ To carry out rewards and sanctions as quickly as possible. Look for opportunities to reward pupils for their co-operative behaviour. Do not be afraid to implement sanctions if they are appropriate.
- ❖ At the end of lunchtime, report any incidents to the named person. Instances of positive behaviour can also be reported.
- ❖ Examine our own behaviour to make sure we are not bullying pupils, colleagues or parents.
- ❖ Make sure everything we do gives the message BULLYING IS NOT OK.
- ❖ Encourage collective responsibility for ownership of the problem.

## **IMPLICATIONS FOR HEADTEACHER**

The headteacher needs to:

- ❖ Establish and maintain an effective two way reporting system with all adults who work within the school.
- ❖ Keep up recording system of bullying and to monitor incidents of bullying.
- ❖ Communicate with parents, governors and staff.
- ❖ Instigate policy review and make sure it doesn't get forgotten.
- ❖ Wherever possible allow the class teacher to resolve the situation.

# LISTEN – BELIEVE - ACT

## POLICY FOR ACTION

### 1<sup>st</sup> stage of bullying.

- ❖ Talk to both sets of children separately and informally.
- ❖ Enter incident in log using form provided.
- ❖ Work with the victims and the bullying children as recommended in appendix 2B & C
- ❖ Clearly state that the behaviour is unacceptable. (label the act not the child).
- ❖ Remove privileges from the bullying child.
- ❖ Try to change the bullying child's behaviour by rewarding non aggression.
- ❖ Try to make the victim more assertive.
- ❖ Find ways of increasing the prestige of the child being bullied with the rest of the class.
- ❖ Advise the victim to avoid/ignore the bullying child.
- ❖ Talk to the class, stress the importance of all children co-operating and helping each other.
- ❖ Encourage other children to befriend/protect the child being bullied.
- ❖ Teach social skills of being friendly.
- ❖ Reward positive, friendly behaviour.

### 2<sup>nd</sup> stage of bullying.

- ❖ Inform both sets of parents/carers.
- ❖ Bullying child's parents meet with Headteacher and the victim's to have a written report of the meeting.
- ❖ Bullying child to be given a behaviour contract or behaviour book.

### 3<sup>rd</sup> stage of bullying.

- ❖ Parental involvement.
- ❖ Exclusion on a temporary basis
- ❖ Exclusion on a permanent basis.
- ❖ Involvement of outside agencies e.g Education Welfare Officer.

Some children may need to be supported by an individual behaviour programme. This should be negotiated between the child, parents, class teacher and head teacher. This programme should clearly identify short and long term aims for behaviour improvement. These aims should be supported by all staff and by the child's peers in class.

### Educational provision about bullying

Within the curriculum the school will raise the awareness of the nature of bullying through

- Inclusion in PSHCE
- Assemblies and subject areas- themes throughout the year linked to friendship and social skills.
- Circle time activities- issues that have arisen in school are raised and dealt with appropriately

- Using a wide range of materials and taking part in Anti- Bullying week during November
- Identified playground buddies who are there to support children at playtimes
- Actively developing the use of Peer mediators using year 5 and 6 children to help resolve playground disagreements
- Annual workshops and theatre groups raising awareness of friendships and the issue of bullying.

This policy primarily links to Child Protection and Safeguarding and Behaviour.

*In all aspects of life at Ashleworth C of E Primary School, the safety and well-being of our pupils is paramount. We expect all staff and volunteers to share in this commitment.*

Signed.....Chair of Governors

Date.....

**ASHLEWORTH C OF E PRIMARY SCHOOL**  
**Behavior Incident Report**

Victim	
Instigator	
Other involvement	
Place of incident	
Date/Time	
Details of incident	
Action taken	
Other comments	
Reported by	
Head teacher	

# ASHLEWORTH C OF E PRIMARY SCHOOL

## BEHAVIOUR INCIDENT REPORT

INSTIGATOR					
VICTIM					
PLACE OF INCIDENT					
A. Behaviour	1	2	3	4	5 6 7
B. Instigator	1	2	3	4	5 6 7
C. Victim	1	2	3	4	5
D Effect on school	1	2	3		
E. Category	Race	Gender	Special needs	Religious	Power
F. Other Comments.					
Reporter's name					

### GUIDELINES FOR DEALING WITH BULLYING

**Sequence**

- A identifying the behaviour.
- B dealing with the instigator.
- C supporting the victim.
- D Consideration of effect on school and community.
- E monitoring incidents.

**A Identifying the behaviour.**

- 1 physical assault

- 2 derogatory name calling, insults and jokes
- 3 offensive graffiti
- 4 verbal abuse
- 5 derogatory or offensive comments in the course of lesson/discussion
- 6 ridicule of individual for differences eg dress/accents
- 7 refusal to co-operate with others because of ethnicity, language, gender or special need.

### **B Dealing with the instigator**

- 1 instigator gives own version of events.
- 2 Reprimand
- 3 Loss of privilege
- 4 Parent informed
- 5 Sanction
- 6 Physical guidance/restraint
- 7 Time out

### **C Supporting the victim**

- 1 Immediate attention from responsible adult.
- 2 Victim gives own version of events.
- 3 Express attitude of school towards such behaviour.
- 4 Action explained
- 5 In serious case Head meets with parents to explain action taken & discuss as appropriate.

### **D Consideration of effect on school and community**

- 1 Offensive graffiti removed immediately
- 2 Matters of a serious nature discussed with all staff.
- 3 Pupils informed during assembly about matters of a serious nature in order to dispel rumours and hearsay.

### **E Monitoring of incidents**

- 1 To obtain a full picture of frequency and nature of incidents.
- 2 To measure the effectiveness of methods used in responding to incidents
- 3 To provide a statistical base for analysis of incidents.

Adapted from 'Combating racist behaviour in educational institutions' Leeds Metropolitan District Council (1988)