

**ST JOHN BAPTIST C OF E
PRIMARY SCHOOL
FINDON**

ANTI BULLYING POLICY



Reviewed:	Jan 2016
Next review:	Jan 2017
Person responsible:	Lis Hobden

Revision History

Date	Version	Amendment number and text paragraph	New page(s)	By
21.01.10	2.0	1. Whole policy reviewed and changes made to text - font changed and paragraph numbering applied		JR/CK
21.01.10		2. Pages numbered		
30.01.12	2.1	Whole policy reviewed. No amendments noted		AP
Autumn 2015	2.2	Awaiting minor amendments from Liz Hobden		

ANTI BULLYING POLICY

1.1 Introduction and Aims

This Anti Bullying Policy was developed by involving children, staff and a member of the Local Authority (LA) Behaviour Support Team.

As a school we recognise that bullying exists in society and therefore may exist in schools. We believe that in line with our aims we should strive to value each other's strengths and support each other's weaknesses.

Bullying would undermine this and consequently is taken very seriously as an issue. The following document sets out the ways in which the school aims to prevent bullying happening and deal with it if it does happen.

The Anti Bullying Alliance (ABA) states that

- Bullying is subjective and consequently difficult to define
- Low self esteem can be caused by bullying
- Those who do bully others can often have low self esteem
- Bullying usually falls into two categories emotional or physically harmful behaviour.

Through discussions with the children in each class the staff developed a pupil lead definition of bullying

“ Bullying is picking on people to be nasty, hurting someone, calling them names or teasing them when they did not do anything to deserve it or ganging up on them with friends even if they did deserve it.”

During staff discussions the following examples of what bullying could look like were highlighted. This is not meant to be an exhaustive list.

- Unprovoked incidents by single child against another.
- Any incident where a group of children gang together against a single child.
- A planned, incident by a child or group against another child or group where the provocation does not match the reaction.

These incidents may involve physical violence, exclusion from games, name-calling, spoiling things, hiding/throwing things, spying/laughing at/whispering/pointing/note passing, rubbishing other people's work, trying to make someone do what they don't want to, harassment, not sharing...

All incidents need to be considered in light of the above information but must also be considered within the context in which they happened. Remembering, for example, that bullying can cause physical harm but not all incidents that cause physical harm constitute bullying.

1.2 Preventing Bullying

The school has a range of strategies that aim to create a culture that prevents bullying from developing.

- The school has a Behaviour Policy that rewards those who behave well and treat each other appropriately using a range of positive rewards.
- The school uses The Nurture Programme/SEAL material to develop children's awareness of their own and each other's feelings through circle time discussions.
- The school runs social skills groups for children who have difficulty in taking turns and sharing with their peers.

1.3 Dealing with Bullying

If a child is bullying then a range of actions can be taken in line with our Behaviour Policy including loss of privileges, loss of break times, completing incident sheets. However, there has to be an emphasis on educative measures that will try to address and deal with this behaviour. The following outline gives a progression that can be applied in a range of situations.

Following an incident of bullying and/or when the behaviour is being repeated a member of staff should:-

- Talk through the incident with the child to help them see the victims point of view
- Class teacher to monitor, record and put a plan in place to help either the bully or victim or both with developing social skills also consider use of Learning Mentor.
- Talk through with the whole class to identify issues and ways of dealing with them.
- Involve parent(s)/carer(s) supported by other strategies.
- Involve a Senior Teacher and/or Headteacher
- Set up a Pastoral Support Plan (PSP) that will support the child, school and parents to address the issue with the support of the Behaviour Support Team.
- In extreme cases or where the PSP is deemed not to be making progress then a child can be excluded from the school for a fixed term or permanently.

As previously mentioned this area is both subjective and difficult to define therefore this list needs to be applied flexibly and in discussion with those involved.

1.4 Monitoring of Policy

This policy needs to be reviewed by the Governing Body (GB) and Senior Management Team (SMT)

2 Glossary of Terms

SMT	Senior Management Team
GB	Governing Body
PSP	Pastoral Support Plan