

# Anti-bullying Policy

## **Introduction**

Four Swannes Primary School is a one form entry community school committed to providing a safe, positive and inclusive environment for all pupils, staff and parents/carers. The anti-bullying policy and practice plays an important role in this.

The following principles inform our anti-bullying approach:

- bullying behaviour in all circumstances is unacceptable
- all adults in the school community are expected to present positive role models to children
- bullying is a shared problem and staff and parents will need to work in partnership to resolve incidents
- the safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- anti-bullying approaches are consistent with our values as a school community and in preparing children for life in an inclusive society.
- when incidents have been dealt with, all parties should be supported and enabled to move on positively and children should be, if possible, reconciled.

## **Definition**

The following 3 dimensions collectively help define bullying behaviour.

1. Bullying is intentionally hurtful.  
It is deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another persons freedoms and rights.
2. Bullying is a repeated experience.  
Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear or intimidation that projects beyond the initial incident.
3. Bullying also involves an inequality of power.

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bullying have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include being bigger, stronger, older, having more friends, are more established at school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

Examples of bullying include:

- Physically, bullying includes pushing, hitting, punching, kicking or any other action causing hurt or injury.
- Verbal bullying includes insults, taunts, threats, and ridicules.
- Psychological bullying such as physical intimidation and ostracism.

- Interference with, or damage to personal property, may be included as bullying.

Where appropriate see also the *Racist Incident Policy* \_\_\_\_\_

All bullying behaviour is taken seriously, including subtle actions which can build up for individuals over time, eroding self confidence and building unhappiness or a climate of fear.

The school avoids at all times labelling pupils as either victims or bullies. It is important that pupils who have been targets of bullying behaviour are able to see that this experience will end and that it is not the result of something about themselves that has attracted or deserved such treatment. Similarly children who have engaged in bullying behaviour will be expected to resolve the matter and change their behaviour. It should be remembered that there is no "typical" bully. Many children may use bullying behaviours from time to time.

Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable at school. Such examples may include:

- children falling out with friends and engaging in hurtful behaviour.
- children retaliating against hurtful behaviour of others.

Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern. Where pupils cause harm or distress without intent, the impact of their behaviour will be pointed out and any repeat will be considered intentional. Similarly, all unsafe behaviours and unsafe environment issues will be dealt with.

### **Strategies for preventing bullying**

All incidents considered bullying (as defined above) are recorded. The school is required to provide statistics of bullying incidents on an annual basis. The process of recording incidents is used to inform preventative strategies. Pupils will understand the school procedures for responding to bullying and know that they are safe.

At all times the children's concerns are our concerns. Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, we recognise that pupils can be reluctant to seek help so we encourage others who may be aware of the bullying behaviour to seek help on the behalf of others within our school community. The schools behaviour policy details the standards of behaviour expected within school.

It is important for children to know that procedures are being followed. In order to encourage pupils to continue to express their concerns, where appropriate,

information is shared across the school about bullying incidents having been dealt with and resolved.

Assemblies are from time to time used to reinforce positive anti-bullying messages and to raise issues concerning bullying. Activities across the curriculum, but largely in PSHE, Literacy and RE, develop pupils understanding of bullying and include key messages such as respect. Pupils are taught that each person is special and unique and that differences should be celebrated and not form the focus of negative behaviour. In order to build pupil's resilience and reduce their vulnerability they are coached and guided in developing coping strategies, dealing with anger and form friendships and in how to respond in an appropriate manner to hurtful behaviour. Such coaching and guiding may take place within circle time, assembly time or PSHE, making use of a variety of resources such as "SEAL" and the "Young Persons Guide to Bullying". Pupils are encouraged to look out for each other and to report witnessed examples of hurtful behaviour. Evidence has shown that a "reporting" school, with a developed system of following up hurtful behaviour has reduced incidents of bullying as the perpetrators realise they will be seen and reported.

#### **Procedures for dealing with incidents of bullying and unkind behaviour (including staff responsibilities)**

All incidents of bullying must be reported and all reports taken seriously. The perspective of the pupil who feels bullied will contribute to understanding and establishing the seriousness of the incident. When bullying has occurred special action will be taken.

The school recognises the importance of a swift response, however all incidents should be investigated which can cause delays to a resolution. The school will take the time necessary to respond and resolve incidents appropriately, whilst ensuring the safety of the child who feels bullied.

The role of all staff in responding to hurtful behaviour is made clear to them. This includes MSA's and TA's. Incidents of bullying observed or reported at play and lunch times will be referred.

Single incidents of hurtful behaviour will be dealt with as appropriate by the adult supervising break (MSA, TA or Teacher). The first incident of *bullying* behaviour will be reported to the class teacher. Follow up and ongoing monitoring will be conducted by the class teacher. The class teacher should also fill in a report form in the *yellow bullying incident file* which is kept in the school office. The Deputy Head and Head should also be informed.

Any and all repeated incidents of bullying behaviour should be reported to the Deputy Head, who will inform the Head. These incidents will also be recorded in the Bullying Incidents File and parents will be notified.

Responses to all bullying behaviour will seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others, the reasons for their behaviour will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in an age appropriate way. Those who have been bullied have a right to know that action has been taken.

Persistent bullying – after support and counseling – could result in a fixed term or permanent exclusion.

Staff meetings will be used to share any concerns about pupils so that all staff can be alert to any concerning behaviour and the vulnerability of individuals.

### **The role/involvement of pupils.**

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All pupils will be expected to develop appropriate witness behaviour and show concern for others across the school community. Resilience and problem solving strategies will be taught and developed in order to enable pupils to deal with hurtful behaviour.

Concerns and worries related to incidents and bullying in general may be explored and shared in circle time.

Pupils will be actively involved in anti-bullying developments through the school council, curriculum work and special initiatives. From time to time pupils may be involved in group support for vulnerable individuals.

### **The role/involvement of parents**

Parents have an important role in actively encouraging their child/ren to be a positive member of the school community. Dealing with behaviour problems effectively requires school and parents to work in partnership. To this end parents and child/ren are expected to sign a home school agreement that includes a statement on the expectations of both parents, child/ren and also teachers.

If parents have concerns about bullying or hurtful behaviour they should discuss those concerns with the class teacher as soon as possible. The Deputy Head or Head teacher may also be informed if incidents are repeated.

Parents should raise concerns about bullying or hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise. While we understand that parents who are friends may wish to resolve matters informally they are advised to bring to the schools attention any tensions or difficulties between

children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all aspects of the incident can be explored.

Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular parents are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of the children involved and damage the atmosphere in the school community.

Parents will be informed of any significant incidents involving their child in order to enable them to support their child and the school in seeking a resolution and restoring a safe environment for all children.

### **Role of the Governors.**

The governing body supports the head in all strategies to eliminate bullying from our school, while recognising that it is likely to occur in school from time to time. It is the responsibility of the governing body to monitor and review the anti-bullying policy and its effectiveness. They require the school to keep records of all bullying incidents.

Reviewed September 2016  
Next review date: September 2017