**1.0 Rationale**

Head Teachers by law must have a policy to prevent all forms of bullying among pupils. The School Standard and Framework Act 1998 states that schools must encourage respect for others and, in particular, prevent all forms of bullying among pupils. This policy must also comply with the Human Rights Act 1998.

By positively promoting the anti-bullying policy, we will have a clear moral purpose, which values and celebrates diversity within gender, race, creed and ability. There will be an acceptance of the equality of human beings and a respect for the dignity of others as well as respect for oneself. This will develop the potential and autonomy of all, inside and outside of the classroom. It will also enhance learning by protecting and nurturing the emotional and physical well being of the children and adults in an

environment that’s safe, permanent and creates a sense of belonging.

**2.0 Definition of Bullying:**

There are many definitions of bullying, but at Shaw Ridge, we consider it to be:

‘A repeated unacceptable behaviour, which can be verbal, physical or

indirect, conducted by an individual or a group and directed against an

individual who is not able to defend him/herself in the actual situation.

It can be of longstanding or of shorter duration. This can result in the

victim feeling vulnerable and/or threatened.’

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

• Physical – hitting, kicking, and taking belongings;

• Verbal – name calling, insulting, making offensive remarks;

• Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

We also recognise the growth of cyber bullying and the need to address

this.

**3.0 Aims:**

• To ensure that the whole school community understands what is meant by bullying;

• To ensure the school community understands that no bullying of any kind will be tolerated;

• To create a culture and systems that enables children to report bullying incidents;

• To ensure that all incidents and allegations are taken seriously, investigated and when necessary acted upon with clearly defined procedures;

• To record all incidences of bullying to help with reviewing and evaluating the policy;

• To encourage peer support;

• To provide education on bullying as part of the curriculum.

**4.0 Approaches to Bullying**

For Shaw Ridge Primary to be effective in its anti-bullying practice we need to

adopt two approaches: **preventing** bullying incidents and **responding** to

them.

**4.1 Preventing Bullying**

• **The Curricular approach** – Issues regarding Bullying will be taught directly through Personal, Social, and Health Education (PSHE). These lessons will be used to explore issues around bullying and consider other people’s point of view. It will also teach children strategies to use, assertiveness skills and how to manage their own relationships. Materials to support the teaching will include audiovisual, visual, role play, literature, music, debates and when appropriate, the use of outside visitors. There will also be indirect teaching through literacy, drama etc. All children will have access to the PSHE curriculum and special care will be taken to adapt the material for children with special educational needs.

• **Peer Support –** This involves the children taking responsibility for supporting other pupils throughout the school. In Shaw Ridge Primary we use peer support in the following ways:

**- Peer Mediators** - Children are chosen annually to support pupils and staff at play time. This involves helping to sort out any disagreements.

**- School Council** – involves the children in identifying views and concerns of other pupils and speaking up on their behalf. A school council member will be nominated each year to take a pupil’s role in the Anti-Bullying Interest Group.

• **Group Work –** Encourages collaboration, social and communication

skills.

• **Reinforcement of Positive Behaviour –** We encourage the children to behave in a positive way by responding positively to good behaviour. We have several strategies in place including golden time, certificates, sharing assemblies, child of the week and celebration books.

• **Transition Work –** We have projects set up with the local secondary schools that aid the transition to secondary school.

• **Residential visits –** Fully encourage cooperation, communication and team work.

**4.2 Responding to bullying**

• **Concern Boxes–** Boxes are in each class for the children to post any concerns about bullying. This can be anonymous if the pupil chooses. Teachers will empty these at least once a week.

• **Think Books –** Allow the children to write any concerns they have in a book after playtimes knowing that the teacher will check the book later and deal with the incident. This avoids interruptions into lessons after a playtime.

• **Circle time –** Class teachers will use circle time when issues arise. This will involve the whole class sitting down and discussing the incident in a problem-solving way.

• **Support Group Approach –** This involves: those concerned with a bullying incident, bystanders and possibly the victim getting together with a teacher and discussing the incident. This approach encourages all members of the group to take responsibility for their own behaviour and realise the consequence of their actions. Its aim is for the group to arrive at a joint commitment, which will stop the bullying behaviour and support both the bully and the bullied pupil.

**. Pupil voice responses –** Pupils are regularly asked about their experiences of bullying within the school, this includes an annual questionnaire for school council regarding the identification of locations within the site that they could feel vulnerable to bullying.

• **Sanctions –** When necessary sanctions may include: removal from class, loss of play times, a fixed period of exclusion.

• **Record book –** A record of all incidences will be kept in the Head teacher’s office.

**5.0 Procedures**

All allegations of bullying will be investigated and dealt with effectively and sensitively so that the pupils involved feel supported. There will be systems in place to minimise the risk of making things worse for pupils who report bullying. Each incident reported will be different and therefore needs to be dealt with, with the victim’s agreement and according to the nature and extremity of the incident. The following guidelines were produced with the staff of Shaw Ridge to provide support for the school community and to ensure continuity throughout:

1. All reported incidences need to be recorded.

2. A discussion with the victim needs to take place to establish the nature and extremity of the incident. It is essential the pupil feels safe and supported at this point.

3. Options need to be discussed with the victim. These could include: circle time, support group, teacher to talk to bully alone, teacher to talk to bully with victim etc.

4. Pupil needs to decide next course of action and this must be

carried out.

5. Regular reviews with the victim need to take place to monitor improvements.

6. Meetings with the ‘bully’ need to take place to provide support for them.

7. If the bullying behaviour continues, sanctions may be given to deter the bully from repeating this.

8. If the bullying behaviour still continues then the head teacher and parents need to be involved in discussions to establish root of the behaviour and offer support strategies. This may involve outside agencies.

**6.0 Case Studies:**

The following case studies were discussed as a staff and guidelines were produced to provide support:

**1. A note in the ‘concern box’ says that someone is constantly being teased by other children in the class for being overweight.**

Guidelines:

Talk with Victim to reassure.

Record in bullying book.

Circle time – Highlight how people are different in a positive way.

Build self esteem by praising pupil’s good qualities.

Monitor and review.

**2. A parent comes in to say that her son is constantly being pushed and pinched by one of his friends and wants to leave school because of this. However in class the children appear to be close friends.**

Guidelines:

Reassure parent that it will be dealt with.

Talk to victim to gather all details – when, where how often etc

Ask victim what they would like to happen next and encourage a

meeting either between bully and teacher or bully, victim and

teacher.

Record in bullying book.

After discussing with bully that the behaviour is unacceptable

and finding out why they were doing it, confer again with the victim to

update.

Monitor and review situation.

Feedback to parent regularly on situation.

**3. A parent comes in to complain that her child has no friends and is always being teased by other children in the playground. You are unaware of this as the child appears very happy at school and always appears to be playing with a group of friends.**

Guidelines:

Discuss with victim any reasons why it started.

With victims consent talk to the group involved and establish

reason.

Circle Time to discuss how teasing affects others.

Use role play and discuss the affect exclusion has on people.

Organise play buddy.

Record in bullying book and monitor and review.

Date ratified by Governors: EPM Committee 6.3.2018

Review Date: March 2021 (earlier if required)