

<b>Anti Bullying Policy</b>
<b>Nursling C of E Primary School</b>
<b>Date of Issue: Feb 2017</b>
<b>Review date: Feb 2018</b>

This policy details our whole school approach against bullying behaviour. It is linked with and is in addition to the School Behaviour Policy.

The Nursling CE Primary School Behaviour Policy states our aim of ensuring accepted standards of good behaviour that both encourage self discipline and are supported by a positive and consistent approach. High standards and expectations of good behaviour help to fulfill our school policy for effective learning – ensuring every child reaches their potential.

### **Aims of our School Behaviour Policy**

We aim that everyone involved in our school should:

- Ensure that all children are given equal opportunity and are positively encouraged through praise to always do their best and try their hardest with their work attitude and behaviour.
- Foster a culture of mutual respect, empathy and reflection.
- Reward and celebrate all achievement and value individual contributions within the whole school community

### **To achieve these aims, we:**

- recognise and intend to develop the valued partnership between our children, parents, staff and governors
- work to build a framework of mutual trust and co-operation
- have rules, rewards and sanctions that are clear, simple, appropriate and easily understood
- strive to ensure that everyone in the school will become secure and confident with consistent approaches, procedures and expectations

Our Golden rules outlined in the Behaviour Policy show what behaviours are expected and our school system of rewards and sanctions. Some forms of behaviour unfortunately demonstrate bullying and cruelty to other children resulting in their unhappiness, loss of self esteem and self confidence and may affect concentration and learning. Nursling CE Primary School takes pride in its high reputation as a caring school and has developed strategies to respond positively and effectively to bullying behaviour. We teach children to use the 'High Five strategy of:

1. Ignore it
2. Say stop
3. Walk away
4. Find a friend
5. Tell an adult

We teach children this in PSHE lessons and also in termly assemblies on anti- bullying

There is an awareness of the needs of the child displaying bullying behaviours and the child being bullied. If the needs of the child displaying bullying behaviours are addressed in an attempt to decrease the number of times he/she bullies then the overall number of children being bullied and/or bullying incidents should automatically decrease. All children need to be aware of strategies to cope with bullying as they will need to assert themselves during their lives. We recognise that bullying is a major fear of children transferring to secondary school.

## **HOW DO WE RECOGNISE BULLYING?**

Bullying can be physical, direct verbal, relational, material, cyber and can be related to different kinds of harassment (e.g. sexist, transphobic, homophobic, racial, gender, special educational needs/disability, faith/beliefs, looked-after children, young carers and their families, appearance, difference). Bullying is different from other kinds of aggressive behaviour.

Bullying is behaviour by an individual or group, frequently repeated over time, that intentionally hurts another individual or group either physically or emotionally. There is often a power imbalance that makes it hard for the victim to defend himself or herself.

If two children have an occasional fight or quarrel, this is not bullying. However, all incidents seen by or reported to a teacher are investigated.

## **WHAT DO WE DO TO PREVENT BULLYING?**

1. Our school Behaviour Policy sets clear rules and expectations. There is a whole school awareness of what constitutes bullying, where it may take place and how it should be prevented, identified, dealt with and monitored. All school staff are willing to listen to any child who has a problem and will deal with it sensitively giving support and counselling to both the bullied and the bully to prevent further incidents.
2. During school hours senior staff are always available around the school so any child can seek help.
3. The ethos of the school emphasises caring for individuals. In assemblies and particularly in the PSHE curriculum in school there is a regular focus on behaviour. Strategies for developing self esteem and appreciating the rights of others such as "Circle Time" or role play are used regularly. Opportunities are given for the children to discuss bullying and what we should do in school to discourage it. Children are taught that no one has the right to hurt them and equally they must not hurt others. They are told that if they are hurt or made unhappy by the behaviour of others then it is right to tell an adult in school, or their parents, who will help them. They are made aware that if they are bullied it is not their fault. All accusations of bullying are taken seriously by staff and investigated.
4. Our school prospectus sent to all parents outlines school expectations for behaviour and anti-bullying strategies. Parents are encouraged to contact us as soon as possible if there are any concerns.
5. Throughout the day ELSAs are available to speak with both children and parents alike. ELSAs may work with individual children to teach them strategies to be assertive or boost their feelings of selfworth.
6. We also have a Chatterbox postbox available for children to write down their concerns if they are feeling unsafe or worried about bullying.

## **HOW DO WE DEAL WITH INCIDENTS OF BULLYING?**

Adults in school use their professional judgement when dealing with individual incidents. General advice is detailed below. Events are recorded and shared with Senior Leaders.

1. Talk to the child who has been bullied. Ensure they understand that it is not their fault. Record what happened and their feelings. Reassure them we will work hard to resolve the issue.
2. Meet the child or children who perpetrated the bullying. This may be separately or as a group. Record what happened and their feelings.
3. Explain the problem to the perpetrator/s. Look at the problem from both sides. Encourage empathy (Imagine how the child who has been bullied feels).
4. Ask the perpetrator for solutions (How can you help to solve this problem?)
5. Meet with the child who has been bullied to explain what will happen next.
6. Monitor the situation regularly until the child feels safe and the bullying behaviour has ceased.

Where bullying has been clearly proven, sanctions may be used. Sanctions need to be carefully considered, in order to prevent revenge being taken by the child displaying bullying behaviours. We want to encourage the bullying to stop. Appropriate sanctions will be used from the school's Behaviour Policy. Records should be given to the HT. Racist incidents are also recorded on racial incident forms and given to the HT.

### **Serious Incidents**

For persistent incidents of bullying or bullying which leads to damage to persons or property a more serious response is needed. Accurate records need to be made of the incident, those involved and the action taken. Parents should always be involved at an early stage. Parents have the right to involve the police.

### **Parental Involvement**

Parents may not be involved in minor incidents if the teacher and the children feel happy that the problems have been resolved successfully. If the child is distressed parents should always be consulted and appropriate actions considered.

Parents will always be informed and consulted if incidents of being bullied or bullying behaviour continue.

Parents and other adults are asked to inform the school if the child reports being bullied or shows unusual behaviour at home. All reports will be considered seriously and appropriate action taken.

### **MONITORING AND RECORDING**

All incidents should be reported to the class teacher and recorded and given to the HT so monitoring can take place. Incidents and action taken should be reported recorded and the senior leadership team alerted.

#### **Records should include:**

- who was involved (or said to be involved)
- where and when it happened
- what happened
- what action was taken
- how it was followed up

Records should be kept by the class teacher to record incidents where a child is persistently bullied or demonstrates bullying behaviour. The child and school may need support from other agencies in future and these records can provide evidence of the problems.

These records will provide evidence of patterns of behaviour needed when seeking outside support and will also aid evaluation and adaptation of policy. Parents have the legal right to see any written records. Records should be kept until the child leaves Nursling.

## **REVIEW OF POLICY**

This policy will be monitored, reviewed and adapted in light of changing circumstances, priorities and new government regulations when necessary.