

ST MARYCHURCH C OF E (VA) PRIMARY & NURSERY SCHOOL

ANTI - BULLYING POLICY

Bullying has sadly been highlighted as a problem in schools, although forms of bullying and victimisation present themselves to challenge social harmony and human rights in many parts of society. The seriousness of the issue nationally has led to a requirement for schools to produce separate guidelines to address it.

To define bullying is extremely difficult. Some definitions describe it as deliberately hurtful behaviour. It may be behaviour which is repeated over a period of time and definitions often refer to situations in which those being bullied find it difficult to defend themselves. Other definitions include thoughtless actions, even "one-off" happenings, which still have the same hurtful effects.

Bullying or victimisation can take several forms, including:

- physical - hitting, kicking, taking belongings
- verbal - name-calling, insulting, racist remarks
- indirect - spreading nasty stories about someone, being excluded from social groups.

At St Marychurch Primary and Nursery School our approach to bullying and any form of victimisation is founded in our school mission statement and our statement of aims.

Our behaviour management is based on the questions:

"Is it safe? Is it sensible? Is it respectful?"

Bullying is not tolerated. It is our policy to investigate every suspected case and deal with them as detailed below.

We seek to support the victim, alleged bully and all those in any way involved.

Bullying as an issue is discussed with all pupils in each class. The policy "Its OK to tell" is promoted.

Assemblies also promote reflection and discussion of themes such as friendship, tolerance, trust, power, conflict, fear etc. These issues are considered regularly as part of the personal reflection themes of the RE and within our PSHE syllabus.

The procedures for dealing with bullying incidents should be made clear to all.

Procedures for dealing with incidents of alleged bullying:

1st Stage

Minor one-off incidents can usually be resolved by mild sanctions:-

- a) "A reprimand" for name calling or mild teasing.
- b) If a number of pupils are involved "counselling on a problem-solving basis" e.g. "how are we going to stop this happening again?"

The most effective counsellor at this stage is the class teacher(s) who has the closest relationship with the children. Circle time can be a very effective means of dealing with the matter.

2nd Stage

Serious incidents must be reported to the Deputy Headteacher or Early Years Co-ordinator, depending on the age of the children concerned. He/she will follow this procedure -

- a) Investigate the incident fully, recording findings (put in file) and inform the class teachers of the children involved and the headteacher.
- b) Invite parents/guardians for discussion (victim/bully).
- c) Take positive action to improve behaviour and performance -
 - 1) Setting realistic targets. Set in consultation with SEN Co-ordinator. (Record and ensure they are known to all parties, including parents).
 - 2) Counselling sessions for bully and victim to support above.
 - 3) Review process at appropriate recorded time intervals.

Stage 3

If good progress is not made with Stage 2, support should be sought from appropriate agencies - Educational Psychologist, School Doctor, Behaviour Support Team.

The following outcomes should be recorded -

- a) New appropriate targets
- b) Professional counselling
- c) Chairman of Governors informed.

Stage 4

- a) If difficulties continue - parents of child will be asked to attend a meeting at school to construct a Pupil Support Plan.
- b) The bully will be excluded from school for a fixed period (or in extreme cases permanently).
Re admission after fixed periods of exclusion will be based on an agreed code of behaviour.

Careful documentation needs to be kept of all stages.

Our approach to behaviour management uses a system of Rewards and Sanctions, which emphasises the positive re-enforcement of good behaviour and has a clear progression of sanctions.

Rewards

1. Praise
2. Displaying work
3. Stars, Happy faces, Stickers on work/person
4. Sharing/Showing work to another adult/class
5. Choosing activity
6. Special responsibilities
7. Scraps, Bears/Charts or other equivalent for individual or group affirmation
8. Going to Headteacher to share successes
9. Informing parents of good work and/or behaviour orally or by good work tickets/certificates
10. Happygrams given out in assemblies for good work, effort, particularly helpful act etc.
11. Sharing in assemblies particular successes of individuals or groups
12. Class reward re - behaviour, tidiness etc.

Sanctions

1. Verbal rebuke
2. Exclusion from group (not outside classrooms)
3. Withdrawal of privileges
4. Re-doing work
5. Writing school rules
6. Writing appropriate apologies
7. Seeing senior member of staff.
Written recording of misdemeanour
8. Informing parents by letter of problem
9. Inviting parents in for discussion about the problem and setting targets
10. Exclusion for fixed period
11. Permanent exclusion - inform Governors

Playground sanctions following particular time out procedures

- a) Accompanying teacher on playground
- b) Stand by wall for appropriate period of time
- c) In classroom adjacent to staffroom, supervised by member of staff

The misdemeanour is to be recorded in a book and followed up by the Deputy Headteacher (KS2) or Early Years Co-ordinator (Foundation/KS1) if an individual's name appears frequently.

Approved and adopted by full Governing Body 9th March 2009 Agenda Item 08/28