

Slaithwaite CE J & I School



Anti-Bullying Policy

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Anti-Bullying Policy

At Slaithwaite CE (C) J & I School we do not tolerate bullying.

However, we acknowledge that throughout society bullying does exist. The following policy indicates ways in which staff, governors, pupils and parents can work together in response to any form bullying occurring in school. The Christian ethos of our school aims to develop a caring and supportive environment where everyone feels emotionally and physically safe in order that we can all achieve our individual potential.

We recognise that there are different types of bullying, including physical and verbal, where there is a deliberate intention to cause hurt. This might include intimidation, threats, ignoring or excluding.

We urge everyone (pupils and parents) to tell a member of staff **immediately** if they have concerns about bullying. Staff will always take these concerns seriously and will investigate. Bullies thrive on secrecy, so it is critical that people do tell. (This is not tale telling!)

We aim to prevent bullying by publicising that bullying is an unacceptable behaviour in school assemblies, during class circle time or PSHCE work, via our school Prospectus and in induction meetings with new parents.

We also aim to prevent bullying by investigating incidents rigorously and consistently.

It is everyone's responsibility to prevent bullying.

What is Bullying?

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

What do our children think about bullying?

(We do this part with our children in assemblies) Anti-bullying week.

School council asked children in each class the following questions here are some of the responses.

What is bullying?

" Bullying is hurting each other", " Picking on someone everyday not just once", "Name calling everyday", "Being nasty to somebody everyday", "Taking somebody's lunch or snack money", "Laughing when someone else is being bullied".

Who do you tell?

"A teacher", "Parents", "Mrs Bradley", "A lunchtime supervisor or somebody else in your family like a Grandma or Grandad".

What do you think should happen to bullies?

"They should be told off", "Not have any playtime", "Be given a red or yellow card",

"They should miss out on fun activities", "Their parents should be told".

What should you do if somebody else is being bullied?

"Tell a teacher", "Stick up for them", "Help them", "Tell another adult or Mrs Bradley",

and "Tell them what they are doing and try to convince them to stop"

Do you think school does enough for bullying?

"Yes there's no bullying allowed here", "There are lots of adults to stop bullying",

"Red and yellow cards work".

However you want teachers to keep more of an eye out.

You also think teachers should separate bullies from their victims at playtime and in class.

Here are some strategies:

Parents/Friends

Be aware of your child's friendships and any disagreements through informal daily chat. Watch for any signs of distress in your child, e.g. headaches, stomach aches, reluctance to attend school etc.

There may be other reasons if your child is unsettled at school, but bullying is always a possibility.

If you have any concerns about your child, share these with a member of staff as soon as possible.

If you have any suspicions that bullying is taking place, even if it doesn't directly involve your child please discuss these with a member of staff as soon as possible.

Contact school if you know or suspect that your child is bullying another pupil.

Pupils

Without our pupils we will not be able to prevent bullying. All our pupils are consulted and participate in the development and reviewing of our anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done.

We expect all pupils to support the implementation of our policy.

If you are being bullied:-

- Tell an adult immediately.

If someone else is being bullied:-

- Don't join in.
- Don't ignore it, being a bystander is not acceptable. Silence supports bullying.
- Tell an adult immediately.

Staff

Be a positive role model: fair, consistent, non-aggressive and listen.

Provide children with behaviour framework through school rules which they have developed in collective worship and through creating class rules during PSHE sessions. (See PSHE policy for SEAL curriculum).

Be aware of signs of distress (as above). Take any allegations of bullying seriously and investigate calmly but vigorously.

Interview the victim, bully and any witnesses.

Offer support to the victim and also to the bully so that the behaviour can be changed.

Discuss and agree with both parties how the bully can make amends and follow this up. Making amends should involve a specific action e.g. making a card. Merely saying 'sorry' is not adequate.

The bully may also need supporting with a Behavioural Support Plan and a referral to the SENCO.

If the victim has been provocative this will require further discussion.

Parents of both parties will need to be informed and given regular feedback on action being taken.

All the usual sanctions from the schools Behaviour Policy may be applicable.

Further strategies in place for preventing Bullying

Anti-bullying week runs each year in Autumn term as a whole school approach to establish and reinforce our schools ethos on bullying.

Teachers use SEAL programme of study throughout school to develop children's social and emotional behaviour (see Seal curriculum overview in PSHE policy). Any negative behaviour is dealt with in PSHE lessons within class, on a child led approach as and when needed.

Each half term all teachers teach aspects of Esafety relevant to their individual age group and reinforce our whole school rules of Esafety.

Peer led interventions take place as children have established good relationships with younger children and their peers through working closely together with each other during Leadership Club and at Lunchtimes.

Playground supervisors monitor and praise good behaviour.

The play leader's programme creates opportunities for team building games to take place in a controlled fashion to enable friendships to be established and problems to be challenged during a game situation and to diffuse the situation.

Sanctions given straight away to any unfair team playing in team games such as cricket and football will stop any problems building up and by close observation of these games during playtimes and lunchtimes.

Our new behaviour system encourages a "team working" ethos and enables children of all ages, genders and diversities to mix together in a collaborative and positive way.

Reduce opportunities for bullying through rigorous supervision, especially in the playground, corridors, toilets etc.

Staff Guide to Interviewing Bullies

This is meant to assist staff:

Pupils should only be interviewed when reasonably calm and any immediate crisis has been resolved. The initial aim is **not** to tell off the bully, but try to engage with the bully.

- A. The interview with the bully can start as appropriate, with either a statement of fact: *'You were seen by Mrs Smith hitting John, what can you tell me about this?'*

Or more generally

'I need your help; John has been rather upset recently. What can you tell me about this?'

The aim is to allow the bully to talk and obtain their voluntary co-operation, do not disagree, argue or question their story.

- B. Watch for the slightest sign of concern, empathy or understanding by the bully of the victim's predicament. If concern is expressed, praise the pupil for noticing. *'I'm really pleased that you have noticed that John is upset - has no friends - appears lonely.'*

Then:

'What do you think you can do to help John?'

Most pupils will make suggestions as to how they can help, even if it is only an offer not to bully the victim anymore. Respond positively to suggestions made.

'That is a good suggestion, I'm sure that will help John a lot.'

- C. Tell them when you will be meeting with them to discuss progress. Advise them that you will also be meeting with the victim. If the bully is co-operative but unable to make suggestions then you can say,

'Maybe it would be a good idea if you.....'

- D. However the bully may resist giving any sympathy towards the victim and may blame the victim for provoking the attack. Here it is necessary to share the victim's perspective on what happened and how upset or hurt the victim is. Engendering concern however may still prove difficult. A good question here is.

'Who do you think is - the most upset - the most hurt?'

However, some bullies will continue to be unco-operative. In this situation the following type of statement needs to be made.

'You know that bullying is unacceptable. It breaks the school rules and is not very caring. I thought that you would realise how upset/hurt John is and want to help. I want you to think about how you can help. Please go back to your class and I will see you tomorrow.'

- E. Of course if no agreement is subsequently reached and the bullying continues then sanctions will have to be used. As the bully may be complying with directions rather than actively co-operating, this situation will need close monitoring.

Policy Reviewed: September 2017

Next Review: September 2018