



## Anti-Bullying

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<b>Approved by</b>	School Development Board
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## **1.0 Rationale**

- 1.1 Our policy has been written to acknowledge that bullying is potentially a serious problem and state the method of dealing with bullying incidents that we intend to adopt.
- 1.2 The implementation of this policy is the responsibility of all the staff. Each member of the teaching staff has responsibility for dealing with incidents of bullying within his/her class. The Senior Leadership team should be kept informed of all incidents where bullying is suspected.
- 1.3 To ensure that the policy is supported, all interested parties should be informed, i.e. Mid-day supervisors, Teaching Assistants, Governors, Parents and children.
- 1.4 This policy is to be read in line with the schools Child Protection and Safeguarding Policy

## **2.0 The Nature of Bullying: Defining the terms**

- 2.1 Bullying is a form of anti-social behaviour that has no place at Berkeley Primary School. Bullying can include any sort of physical or mental intimidation of a person by another or a group, which causes anxiety or stress to the 'victim' over a period of time. Such behaviour is unacceptable by any member of the school community as no person has the right to make another feel uncomfortable or unhappy. The distinction needs to be made between one-off incidents which are perhaps the result of uncaring or insensitive behaviour, and bullying – which implies a pattern of behaviour over time. One-off incidents of bad behaviour should be challenged and dealt with in line with our school Behaviour Policy. This policy describes the steps the school will take to challenge and eradicate bullying specifically. In brief therefore bullying is defined as “intimidation over time”.
- 2.2 To help with the above definition children and staff have adopted the acronym S.T.O.P.; Several Times On Purpose and when dealing with bullying: Start Telling Other People.

## **3.0 Identifying an incident**

- 3.1 A child may indicate by signs or behaviour that s/he is being bullied. If you are aware of any of the following, you may wish to ask if something is threatening or upsetting your child.
  - 3.2 Children may exhibit uncharacteristic behaviour which may include:
    - Being frightened of walking to or from school;
    - Being unwilling to go to school;
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- Begging you to drive them to school;
- Changing their route to school;
- Doing poorly in their school work;
- Coming home regularly with clothes or books either lost or damaged;
- Becoming withdrawn, start stammering;
- Becoming distressed, stopping eating;
- Crying themselves to sleep;
- Refusing to say what's wrong;
- Being reluctant to go out at playtime and/or staying unusually close to a member of staff.

3.3 A child may also communicate their feelings by writing in the class 'Worry Welly.' Teachers must therefore ensure that they look at the contents of the welly frequently, deal with each issue as appropriate, inform the Family Support Worker, ensure that details of incidents are filed centrally and that future teachers are aware by adding details to Foundation Subjects Assessment spreadsheet stored on the school network.

3.4 In the event of an incidence of bullying taking place it is essential that close contact and co-operation between home and school is established.

#### **4.0 Our Approach to Dealing with Bullying**

4.1 It is our belief that to establish successfully the message that bullying is unacceptable, means involving *changing the behaviour* of the bully rather than to simply punish him or her.

4.2 When an instance of bullying has occurred the Class Teacher will inform The Learning and Family Support Worker, then the Head teacher who will then decide on an appropriate course of action. Parents and/or carers of all children involved will be involved verbally of all actions throughout. The individuals involved will be interviewed either by either The Family Support Worker, the Head teacher or Class Teacher and further action may include:

- A warning with subsequent close monitoring – if it is felt that the person(s) involved have an appreciation of the consequence of their actions and will not repeat such behaviour in the future. Warnings and subsequent monitoring will be recorded in Class behaviour logs, the 'vulnerable children' folder in The Learning and Family Support Worker pigeon hole and on 'Keepaneyeonforms.' Completed 'Keepaneyeonforms' should be:
  - i. Put on the clipboard at break or lunch
  - ii. At the end of lunch The Learning and Family Support Worker should pick up forms, deal with outstanding issues and hand back to teachers



iii. Finally, the forms are stored in the child's personal file in the Learning and Family Support Leaders office

- Meeting with the parents of the pupils concerned to explore in more detail the issues surrounding the circumstances and to set clear targets for improvement.

4.3 The Class Teacher must deal with all issues with discretion and always inform The Family Support Worker. He/she may wish to address the issue by involving pupils in a broader sense in confronting the problem. Such an approach could involve the following steps being taken:

**Step 1: Say Stop!**

Teachers need to encourage children to take independent responsibility for the situation by first saying 'Stop!' to the 'bully.'

**Step 2: Interview with the victim**

Teacher will talk to the victim to elicit his/her feelings and enquire whether it would help to express his/her emotions by writing down his/her feelings. During the interview the involvement of others will be identified whilst ensuring that the victim understands that s/he is not 'telling tales' but what s/he does say is confidential and would only be discussed with those involved after obtaining his/her permission.

**Step 3: Convene a meeting with the people involved**

Teacher/ The learning and Family Support Worker arranges to meet with a group of pupils/ individuals who may include participants and bystanders.

**Step 4: Explain the problem**

Teacher/ The Learning and Family Support Worker tells group about the way the victim is feeling and may use his/her work to emphasise the distress being felt. At no time will the details of the incidents be discussed or blame allocated to the group.

**Step 5: Share responsibility**

Teacher/ The Learning and Family Support Worker does not attribute blame but states that the group/ individuals are responsible and can do something about it and should always tell.

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### **Step 6: Ask the group for its ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier e.g. as part of circle time. The teacher/ The Learning and Family Support Worker gives some positive responses but s/he does not extract a promise of improved behaviour.

### **Step 7: Leave it up to them**

Teacher/ The Learning and Family Support Leader ends the meeting by passing over the responsibility to the group to solve the problem. Arrangements are made for the group to meet with the Learning and Family Support Leader again in a few days time to see how things are going.

### **Step 8: Meet them again**

About a week later the teacher/ The Learning and Family Support Worker discusses with the group and separately with the victim how things have been going. This allows the teacher/ The Learning and Family Support Worker to monitor the bullying and keeps the children involved in the process.

- 4.4 The guiding principle in dealing with this issue is that Bullying is completely at odds with the Ethos we wish to promote in Berkeley Primary School. We recognise that it is an educational matter to ensure that all pupils are aware of this. As such any opportunities will be sought to address the issue through our Personal, Social and Health Education Policy. By the same token, everyone in the school must be clear that this is an issue which will not be 'brushed under the carpet', but will be confronted in a clear and unequivocal way.

## **5.0 Parental Involvement**

- 5.1 Parents are encouraged to acknowledge that the class teacher or The Learning and Family Support Worker are always the first port of call for any incidents and should be given sufficient time to deal with the matter.
- 5.2 It is the responsibility of the victim's class teacher to ensure that parents are kept fully informed about the procedure being followed. Parents are encouraged to support the Staff and Governors in their desire to eliminate any bullying at Berkeley Primary School.
- 5.3 Parents are encouraged to model appropriate behaviour and support the school's ethos of maintaining a positive relationship with the school for the benefit of all children. This will be maintained by:
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- Having positive, calm discussions with staff.
- Staff showing empathy and understanding.

5.4 If parents feel that, after a reasonable time period, the policy has not solved the particular problem they should consult the Headteacher if they have not already done so (see also Complaints Procedure).

## **6.0 Review**

6.1 This policy will be reviewed again during the Autumn 2021 . However, updates may be required in the light of experience.

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