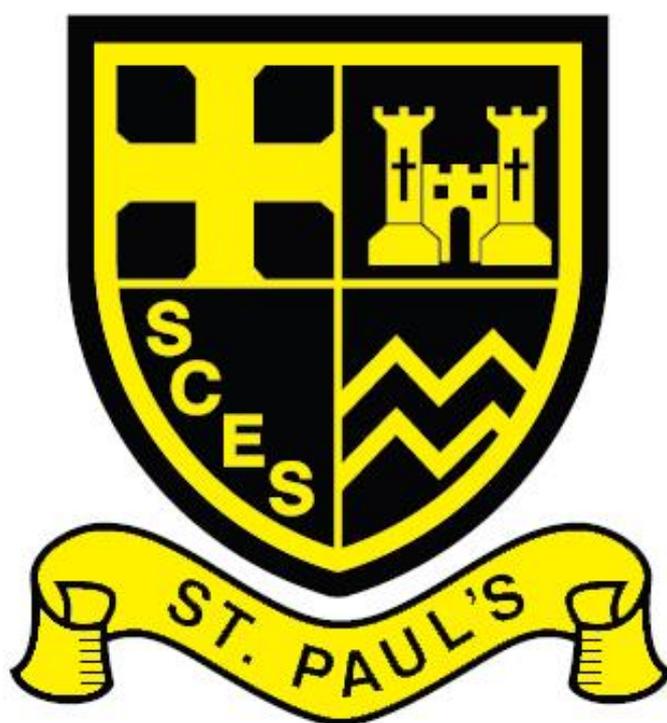# St. Paul's C of E Primary School

Anti-Bullying Policy

Reviewed – July 2016
Next Review Date – July 2019

<u>**St. Paul's C. of E. Primary School**</u>

<u>**ANTI-BULLYING POLICY**</u>

School Aim Statement
"Everyone working together to create a caring Christian learning environment which inspires children to celebrate their unique potential and become a responsible, considerate, involved and happy member of God's world".

Development and Dissemination Process.
- The school policy for Anti – Bullying reflects the consensus of opinion of all teachers, pupils and the PHSE Governor.
- The Draft Policy was circulated to staff and Governors. Parents were informed of the Draft policy and invited to comment. An over view of the policy was discussed by the school council.
- This document was reviewed at a meeting of the Governing body in June 2016.
- The implementation of this policy is the responsibility of the Head Teacher and all the teaching staff.
- **This policy is to be read in conjunction with the Online safety policy.**

Aim of the Policy
To change the children's behaviour and achieve the best outcome for the victim and the bully.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. The 'no blame' approach aims to help and support the victim and improve the behaviour of the bully.

Objectives
- To define the term 'bullying'.
- To define the terms 'victim' and 'bully'.
- To define the 'no blame' approach to dealing with bullying.
- To know what steps can be taken when bullying has been observed or reported.

Bullying
Bullying is anti-social behaviour resorted to by inadequate people. It is the use of aggression with the intention of hurting another person, and which results in pain or distress to the victim. The term is not applied to 'one – off' incidents of nastiness, but to persistent nastiness over a period of time, to the same person and to different people. Bullying can include:

- Physical harm such as pushing, kicking, hitting, pinching or any use of violence, or threat of violence.
- Verbal harm such as name-calling, sarcasm, spreading rumours, teasing or extortion.
- Emotional harm such as exclusion (deliberately leaving someone out of an activity), tormenting (i.e. hiding books etc., making threatening gestures), being unfriendly, making racial taunts and gestures.
- Sexual harm such as unwanted physical contact or abusive comments.
- Cyber-bullying such as posting unpleasant and distressing comments on social networking sites or text messaging on mobile phones.

Our pupils understand bullying as someone who persistently is unkind to you, with either bad words or harming your body physically.

The Victim
The victim is a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

The Bully
The bully is a person or group behaving in a way which might meet needs for excitement, status or material gain and does not recognise or meet the needs and rights of the other person/people who are harmed by the behaviour.

The 'No Blame' Approach
The 'no blame' approach does not punish the bully. Punishment increases the bully's anxiety and feelings of alienation. It is likely to encourage the bully to repeat those behaviours, often with the same victim, as s/he seeks to boost self-esteem and exert his/her perceived sense of power and control. The 'no blame' approach tries to change the bully's behaviour so that further incidents are avoided, and tries to change the victim's behaviour so that s/he develops the ability to stop further harmful behaviours.

Action
When bullying has been observed or reported, the following steps can be taken:
1. Meet with the victim.
Talk to the victim about his/her feelings. It might be appropriate here for the victim to draw or write how they are feeling. This could be done at home. Find out who was involved without questioning about the incident(s).

Our pupils would like to have the opportunity to bring a trusted friend or parent when they talk to an adult about their problem.

2. Meet with the victim's parent(s) as soon as possible to explain what has happened and how the incident is being dealt with. Parents might be able to encourage the child to be more open about how s/he is feeling in the comfort of home. It is also important to meet with the bully's parent(s) to explain how the victim is feeling and why, and to explain what will be done at school to deal with the situation.

3. Meet with all the people involved in the incident. This will include the victim, the bully, bystanders or friends of the victim who were there. A group of 6-8 would be best.

4. Explain the problem. Tell everyone how the victim is feeling. Use the drawings and writing done by the victim if necessary. Emphasise his/her distress. Avoid discussing the details of the incident or allocating blame.

5. Share responsibility. Without attributing blame, state that you know that the group are responsible and can do something to make the victim happier.

6. Ask the group for their ideas. Encourage each member of the group to suggest a way in which the victim could be helped to feel happier. Give some positive responses, but avoid extracting a promise of improved behaviour.

7. Leave it up to them. End the meeting by passing over the responsibility to the group to solve the problem. Arrange to meet with them again to see how things are going.

8. Meet them again. About a week later, discuss with everyone, including the victim, how things have been going. If the response is positive with both victim and bully behaving positively, monitor the situation so that everyone can see you are still actively involved in the situation.

9. Meet with the parents of the victim and the bully (separately) to report the outcomes of the 'no blame' approach. This also provides the opportunity for any concerns to be expressed which might require future action.

   If the response from the children involved is negative, try the process again with the group. Circle time might also be appropriate. Again, no blame should be allocated.

   Pupils repeatedly displaying poor social and friendship skills should be referred for support in S.U.L.P. groups, nurture group or EIS.

10. Our school will hold an 'Anti Bully Week' bi annually to help raise the profile of an Anti - Bullying School.

11. The pupils will provide their own resources to promote an Anti Bullying School environment. *Eg posters or poems* . These will be displayed throughout the school.

Bullying will not be tolerated in St. Paul's C. E. Primary School.

This policy has been approved by the Governing body – July 2016

This policy will be reviewed in three years and updated as necessary.

Policy signed: _____   (Chair of Governors)

Policy signed: _____   (Head Teacher)

Dated: _____

Review Date: July 2019