

# THONGSLEY FIELDS PRIMARY AND NURSERY SCHOOL PRIMARY SCHOOL ANTI-BULLYING POLICY

## **Introduction**

This policy was drawn up with our specific catchment context in mind. It is cohesive and impacts upon all other policies. Our policy is school specific and has been written in consultation with all key staff who support children's behaviour in school. It is published in our school prospectus and highlighted in assemblies at key points in the year as appropriate.

## **1. Principles**

We regard bullying as particularly serious and always take firm action against it. We ensure children understand the meaning of bullying and the kind of behaviour that constitutes bullying. We encourage children to work against bullying and to report any incidents of bullying. We teach children to celebrate difference.

## **2. What is bullying?**

Bullying is the persistent and deliberately annoying or hurtful behaviour towards another person, who is unable or unwilling to defend her/himself.

It can be physical, verbal, racist, homophobic, or emotional by a single person or a number of persons. Bullying also encompasses cyber-bullying which is referred to in greater detail in our E-Safety policy.

### ***Incidents of bullying can include:***

- name calling including racist and homophobic language
- malicious gossip
- damaging or stealing
- coercion into acts others do not want to do
- violence and assault
- pinching and kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising
- damaging schoolwork and apparatus.

### ***The victim may:***

- have poor self-esteem
- lack co-ordination
- be anxious and fearful
- have few friends and often be on the outside of a group
- be unlikely to fight back
- display submissive body language
- have not developed ways of asserting themselves
- be different from the others in any way
- not conform
- be a newcomer to a group
- be a provocative victim
- be physically weaker and younger than the persecutor.

### ***The bully may be:***

- aggressive towards parents, teachers and siblings
- anti-social, displaying rule-breaking behaviour in school and community

- impulsive, with a strong need to dominate
- older than the victim
- bigger and stronger than average
- subject to bullying themselves – the bully/victim
- strong and confident
- anxious, with low self-esteem or problems at home/school

#### ***Early signs of distress***

- becoming withdrawn
- deterioration of work
- spurious illness
- erratic attendance
- desire to remain with an adult
- isolation
- late arrivals

#### ***Recognising the difference between***

##### **Bullying**

Focused on younger, smaller or timid children, increasingly relying on threats and force. Wilful conscious desire to hurt, threaten and frighten. Persistent.

##### **Bossiness**

Bossing whoever is around at the time. Usually grow out of as they mature and learn social skills.

##### **Bullying**

Spoiling other children's activities, showing violence and hostility. Rough, intimidating behaviour. Persistent.

##### **Boisterous behaviour**

Not vindictive – high spirits, not unfriendly.

### **3. Whole school strategies to tackle bullying**

As part of their PSCH, RE and Collective Worship, children will be encouraged to take responsibility for their own behaviour, and to gain an understanding and tolerance of the needs of others. Children will be given help in developing assertive behaviour strategies.

#### ***Staff will:***

- promote non-aggressive behaviour in school
- stress that watching and doing nothing is condoning
- be aware of, and tackle any racist in line with our anti-racism policy
- be aware of, and tackle any sexist language
- make clear to children and parents the unacceptability of bullying
- make clear that retaliation, e.g. hitting back, is not acceptable
- work will continue with the children on how to respond to bullying behaviour
- promote use of Happy Surgery
- log/refer serious incidents of bullying to senior leading team.

#### ***Responses to a bullying incident:***

- sympathise with the victim
- find the perpetrator and calmly listen to both sides, with both children present (if appropriate)
- make an initial judgement about the seriousness of the incident

- make clear that the behaviour in question is unacceptable, pointing out the hurtful consequences of the behaviour. Staff will bear in mind the need to distinguish between the child and her/his behaviour –‘We like you, but not what you have done’.
1. At this stage, it may be possible to close the matter (perhaps by an apology or handshake).
  2. In serious cases, the children will be referred to SLT, who will repeat the procedures. Sanctions will be applied in accordance with the sanctions stated in the Behaviour Policy.
  3. In very serious cases, a formalised route will be taken. Racist and homophobic bullying will be logged and data forwarded to the LEA.

***Strategies for the minimising of risk of further incidents:***

A contract may be drawn up with the bully and/or victim. Both parties should contribute to the wording.

The victim may identify 3 support personnel. One should be named as Link Support. Link Support should meet with victim at appropriate intervals to review situation.

Victim and Perpetrator should both be made aware of this policy.

Perpetrator’s behaviour should be monitored.

Parents/carers may be involved where possible or appropriate.

Withdrawal plan from Link Support should be agreed to ensure independence and reintegration.

***This procedure for dealing with bullying is made clear to all children, and will be used fairly in all cases.***

**Monitoring, Review and Analysis**

The Head teacher reports to the Governing body three times a year. These reports highlight positive aspects of behaviour e.g. reports from visitors, people outside school, as well as information regarding exclusions.

Incidents, frequency and patterns are monitored by the PSHE Coordinator. Any concerns are passed on to SLT.

Agreed and adopted by the Governing Body on 20<sup>th</sup> July 2016