



Acklam Whin Primary School

Anti Bullying Policy

Reviewed: November 2012

# Anti Bullying Policy Statement.

## Statement of Aims.

At Acklam Whin Primary School, we accept that some kind of bullying occurs in every school at some time. In acknowledging this, we aim to:

- Create a climate in which bullying is not accepted or tolerated.
- Minimise the level of bullying occurring in our school.
- Respond quickly and appropriately to incidences of bullying.

## Definition.

The agreed definition of bullying at Acklam Whin Primary School is:

*“The deliberate physical, emotional, social or psychological intimidation of a child by another child or children, which is repeated over a period of time.”*

This definition is consistent with that of the DfE.

Within this definition, we include bullying in the form of racial harassment.

**Isolated** incidents involving disagreements, or even physical fighting, do not fall under this definition of bullying, and we would encourage children and parents not to use the term “bullying” when reporting such isolated incidents.

N.B. In certain instances it may be necessary to consider bullying behaviour in relation to the policy for Special Educational Needs. Where a child is placed on the Inclusion register, it will be necessary to deal with any bullying behaviour in relation to that child’s specific behavioural problems and IEP. (See relevant sections of the SEN policy).

## Preventing bullying.

We aim, wherever possible, to prevent bullying in our school in the following ways.

- By being a “disclosing” school, where anyone who has experienced or witnessed bullying knows that they can and should tell an adult.
- By adults leading by example – e.g. staff avoiding aggressive language or behaviour; not making jokes at each others’ or a child’s expense.
- By creating a general climate of respect, which includes the expectation that children acknowledge if they have hurt someone’s feelings, even in a small way, and take steps to make amends.
- Through opportunities to discuss feelings and general group cohesion during Circle Time and other P.S.H.E. times.
- By issuing rewards for acts of kindness and inclusion. (Genuine public praise is highly appropriate.)
- Through explicit teaching of what bullying is and of what can be done to help prevent it (see PSHE scheme of work).
- By keeping the issue to the forefront throughout the year. e.g. through assemblies, pupil questionnaires etc.

### **Detecting bullying.**

Bullying may be detected in a variety of ways as follows:

- A child disclosing that s/he is being bullied.
- A member of the class reporting that another child is being bullied.
- Direct observation by staff.
- Report from parents that their child is being bullied.

However, children are often afraid to report bullying, and staff must be alert to possible signs that a child is being bullied. Changes in behaviour, or unusual behaviour patterns, such as a child suddenly having tummy ache each playtime, losing equipment or producing work of a lower standard could point to occurrence of bullying.

### **Dealing with bullying.**

Our approach to tackling incidences of bullying is based on the “Support Group” model. When bullying has been observed or reported the child’s class teacher will take the following steps.

1. Discuss with the child experiencing the bullying to find out who has been involved, how the child feels and what has happened in general. This discussion should not dwell on the details of specific incidents, but it should allow the child to feel heard and supported. It is important, however, not to make promises that may not be kept; for example that the child’s distress will stop immediately.
2. Inform the child’s parents that s/he has been experiencing bullying and that action is being taken in school.
3. Discuss with all the other people involved, including those on the fringes. This discussion should focus on the feelings of the child experiencing the bullying, presenting these feelings as facts and, again, avoiding in depth discussion of any one particular incident.
4. Discussion of possible ways in which the other children may support the child who is experiencing bullying and change the way that child is feeling. Suggestions should come from the children themselves as far as is possible.
5. Over the following days, possibly weeks, the teacher should monitor progress by observing the children and by regularly asking them how things are. In particular, the child who has experienced the bullying should have opportunities to talk to the teacher in private to report on progress.
6. At the same time, other relevant adults, e.g. lunchtime supervisors, teaching assistants and auxiliary staff, should be informed of the situation and requested to assist in the monitoring of it.

Should this approach be insufficient to stop any bullying, steps must be taken as outlined in our strategy for tackling inappropriate behaviour (Stage 3 and onwards).

### **Role of Parents.**

Parents have a vital role to play in supporting the school in the implementation of the anti bullying policy. Parents can give this support by:

- Reinforcing the school's definition of bullying at home.
- Discussing our anti-bullying policy with their child.
- Encouraging their child to behave appropriately in school.
- Informing school if they think their child is being bullied, or is bullying someone else.
- Giving their child support at home that is in keeping with our approach at school.
- Avoiding giving advice that is contrary to school ethos and policy, such as telling their child to hit the bully.

We recognise that, if their child is being bullied, parents will experience a range of difficult feelings and emotions, and we aim to offer support and advice to parents at this difficult time.

We also recognise that the parents of the bully will experience a similar range of feelings and, again, we will endeavour to offer these parents a high level of support.

Where appropriate, we may give parents of the bullied or the bully the contact details of relevant outside agencies, such as the Family Support Service.

### **Role of Pupils.**

The children in school have a key role to play in the implementation and review of our anti-bullying policy. We seek to actively involve the children in school in activities that will enable us to improve and refine our approach to bullying. It is vital that the children in school feel able to share their concerns with staff in school. Strategies employed in order for them to do this include:

- Regular reminders that children can, and should, tell an appropriate adult if they are experiencing or have witnessed bullying. (Such reminders must be reinforced by an open and caring climate in classrooms and around school).
- Circle times and similar activities where concerns may be raised and discussed.
- The use of discussion boxes, where children can write down any worries and place them in a discussion box, anonymously if they wish, for the teacher to read and follow up later.
- Pupil questionnaires, for children to outline general and specific concerns about bullying.
- The placement of bullying as a regular agenda item for school council meetings.

### **Review.**

This policy was reviewed in November 2012 and was based on guidelines issued by the DfE. Acklam Whin Primary School has adopted the Anti Bullying Alliance's Charter for Action.