

*St John's Walworth CE Primary School*

**Anti-Bullying Policy**



February 2010

## **St John's definition of bullying**

*Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. The bully has some sort of power over the victim.*

- Bullying can be physical, verbal or psychological.
- Any behaviour which involves the wrongful use of power in order to hurt others is bullying behaviour.
- Adults in school must be seen to act against bullying. Secrecy and silence nurture bullying.
- Children should be helped to understand that secrecy and silence nurture bullying.

Bullying occurs in all schools and to deny this is to bury one's head in the sand. Each case should be treated as an individual occurrence and dealt with accordingly. Punishments should follow the school guidance as laid down in the behaviour policy (see attached summary, fully policy available on request).

***Bullies are often victims of other circumstances and eradicating bullying means helping the bully to deal with these.***

### **Dealing with incidents:**

- The senior member of staff at the time should be involved in any cases of bullying immediately.
- All incidents should be recorded on an incident form and reports filed. In some cases a written report by the victim and bully may be included.
- The provision of an incident report means that parents/carers will be informed in writing as a matter of course. More urgent cases will result in a phone call from a senior staff member.
- Bullies should be seen to be dealt with whilst ensuring the keeping of confidentiality.
- The designated bullying mentor should be informed so that action in line with the policy can be taken.

### **Follow up** may be necessary with both parties

- Punishments should involve the usual disciplinary procedures, (see Prospectus and Behaviour Policy, available in school office). Persistent bullying will be treated as severe behaviour (on a par with fighting, swearing, racist abuse etc., see Behaviour Policy for further clarification). However, follow up work will be necessary.
- In some cases bullying will result from a specific special need (emotional and behavioural difficulties (EBD) low self-esteem, for example and may result in a referral to the Special Needs Co-ordinator where appropriate steps will be taken.
- In most cases it will be appropriate to bring the bully and victim together so that the bully can be made fully aware of the consequences of their actions.

### **Counselling those involved:**

#### *Victims*

- Pupils should be given the opportunity to discuss their problems as a victim with the designated bullying mentor. Counselling skills should be employed.

- If a severe and persistent case of bullying arises a mentor can be appointed from within the staff.

### *Bullies*

- Pupils should be given the opportunity to discuss their problems as a bully. Counselling skills should be employed.
- With a persistent bully an appointed mentor should be considered from within the staff and from amongst the Year 6 older children.

### **Whole school approach:**

- Bullying as a topic to be addressed regularly in a circle time in class – to be clearly shown in the timetable as part of the Personal, Social, Spiritual and Health (PSHE) curriculum.
- Bullying will be a topic for assemblies, initially at least once a week.
- The role models that staff offer are important.
- The role models which parents and carers offer are also important.
- Powers should be displayed to heighten awareness of bullying issues.

### **Practical steps**

- Great vigilance is required by the staff in playgrounds, on stairs, around toilets and other areas where adults are less likely to appear.
- Information on bullying is shared by use of incident forms as well as informal contact.
- Children are listened to, not told to ‘go away, don’t be silly’ or ‘sort it out between yourselves’.
- Resources on dealing with bullying are available in the staffroom for all staff.
- A survey will take place amongst the children when deemed necessary to monitor the children’s perceptions of who is bullying, and where the ‘hot spots’ for bullying are in the school.
- A support group to be established for victims (known as clients) if needed.
- Behaviour reports should be used to monitor bullying and ‘trigger off’ sanctions according to the tally of incidents.

The school’s Mission Statement says that it is the aim of the school to ensure that all children will ‘respond to the Christian values nurtured within our school’. For some children this is more difficult than others, but our individual approach to each set of circumstances, backed up with a staff who have many years of experience to draw upon, ensures that progress is made in achieving this aim with all.

### **Parents and Carers**

Often a case of bullying is brought to the attention of a Primary School by the parent or carer of the bullied child. This is particularly true of younger or timid children. It must be recognised that bullying is usually secretive and not always detected immediately by school staff.

Parents/carers of the bully and the bullied should be involved at an early stage in all attempts to stop bullying behaviour.

The bully's parents/carers need to be aware that their child's behaviour is causing another child to be frightened. The anti-bullying policy should be shared with them so that they understand the school's definition of bullying and how their child's behaviour displays bullying traits.

The bullied child's parents should be aware that the matter is being treated according to the school's policy and that this is different to the way that 'naughtiness' is treated under the Behaviour Policy.

In both cases copies of this policy should be given to them.

If attempts to stop bullying behaviour fail (once procedures have been followed as laid out in the policy) those same procedures, with the bully and bullied meeting together, will be carried out with parents/carers present, in the presence of a senior member of staff. Such meetings will be minuted, with adults and pupils, where appropriate, being asked to sign up to a contract which includes promises as to future conduct.

As a final resort parents/carers must be made aware that fixed term or permanent exclusions will be considered if behaviour is not modified.