



## Anti-Bullying Policy

**Approved by:** Full Governing Board      **Date approved:** July 2021

**Next review due**      **July 2023**

**UNCRC Article 3: All organisations concerned with children should work towards what is best for each child.**

**UNCRC Article 29: Every child has the right to be the best they can be.**

### **What is bullying?**

It is important that we distinguish between, playground fall outs, individual acts of aggression and systematic intimidation. Bullying refers to an ongoing pattern of verbal, psychological and/or physical aggression that is targeted at a particular individual.

Children, as they grow, will seize opportunities to assert themselves. On one hand they will show leadership and take responsibility for themselves and others. On the other hand, they may seek to manipulate situations to their own advantage. This may range from simply playing unfairly, to controlling others by turning the group against them. In the latter case, the impact can be highly damaging for the victim.

We are therefore committed to:

- Being a 'Telling School' and so we take allegations of bullying very seriously
- Providing opportunities for children to show leadership and take on responsibility
- Teaching children to be "rewarding" playmates
- Implementing a 'buddy' system
- Exploring the issues of bullying within Jigsaw, our P.S.H.C.E. programme of work
- Considering the issue of bullying when designing our school spaces

### **Aim**

Where allegations of bullying are substantiated, we have a clear responsibility to the children of this school and their parents to respond effectively and assertively. We will continue to listen and respond to bullying allegations until the issue is eradicated. The measure of the success of our intervention has to be the degree to which it stops the bullying.

## **PHASE ONE - The 'No Blame' Approach to Bullying**

### **Principles**

Bullying is an anti-social behaviour. We respond in a way, which will be helpful to the learning of improved behaviour. Increasing public humiliation or alienation from the school community is unlikely to be successful as it re-affirms the bully's low self-image.

This approach encourages all children involved in bullying i.e. the bully, colluders and bystanders to be given the opportunity to acknowledge that there is a problem, to understand the degree of distress suffered, to change their behaviour and to work towards improving the situation for the targeted child. "...it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting." We are proud to be a "Telling School".

In order to change their behaviour many victims are told to 'ignore it' or 'stand up for themselves', which makes them feel at fault and that it is their responsibility to stop the bullying. We must make sure that the victim understands that it is our responsibility to stop it. Targets of bullying must be re-assured that it is never acceptable to be bullied.

### **What Children Can Do to Stop Bullying**

Deal with differences positively:

- Recognise that other people are not the same as us as they like different things, have different feelings and have different strengths
- Listen to other people's explanations and views
- Imagine how other people might feel about things
- Check that you have understood
- Be brave enough to say what you really feel to: Wrongdoers, your friends and your teacher and parents
- Be ready to help others who need it
- Be ready to forgive

### **Procedure for dealing with a bullying incident**

#### **Step one: Interview with the targeted child**

When any member of staff (teaching and support), finds out that bullying has happened she/he starts by talking to the targeted child about his/her feelings. The member of staff does not question him/ her about the incidents but needs to know who was involved.

#### **Step two: Convene a meeting with the people involved**

The staff member arranges to meet with the group of children who have been involved.

**Step three: Explain the problem**

The staff member tells the group about the way the victim is feeling. The staff member does not need to discuss the details of the incidents or allocate blame.

**Step four: Share responsibility**

The staff member states that she/he knows that the group is responsible and can do something about it.

**Step five: Ask the group for ideas**

Each member of the group is encouraged to suggest a way in which the targeted child could be helped to feel happier. The staff member gives some positive responses.

**Step six: Leave it up to them**

The staff member ends the meeting by passing over responsibility to the group to solve the problem and arranges to meet with them again to see how things are going.

**Step seven: Meet them again**

About a week later the staff member discusses with the group, and with the targeted child, how things have been going. This allows the SLT to monitor the bullying and keeps the young people involved in the process.

**Consultation:** Consultation on this policy will take place between the governing body, Headteacher, staff, parents and carers. Children will be consulted via child conferencing opportunities. In addition, there are regular opportunities to discuss behaviour and motivation with children in tutor time and assemblies.