



## **Bullying Policy and Guidelines**

It is the policy of this school and its individual teachers therein, to regularly monitor the occurrence of bullying, aggressive or difficult behaviour of the children. This may have been observed by the teacher, classroom assistant, lunch time supervisor or brought to the school's attention by a parent. Clear steps need to be taken, wherever possible to ensure that this type of behaviour can be avoided through a positive approach to discipline.

School will act depending on the seriousness of the incident. School will use its own judgement on when to take action in partnership with parents. Incidents can be dealt with as they happen.

Governors are responsible and need to know and agree to the policy  
The Headteacher is responsible along with the rest of the leadership team for promoting an atmosphere that does not encourage bullying incidents.

The policy is revised annually and shared with staff.

The policy refers to the following documents and advice from the agencies listed

“DFE Behaviour and Discipline in Schools “

Ofsted Evaluation Schedule of Judgements Jan 2012

Anti Bullying Alliance

NSPCC

Kidscape

The guidelines set out below are intended to help teachers to:

1. Formulate ideas that may go some way in preventing unwanted behaviour, both in school and out in the playground.
2. Recognise the problem of bullying as the issue arises.
3. Have a clearly laid out action plan to follow when instances of bullying occur, or where a child's difficult behaviour has been noticed.

### **Avoiding Unwanted Behaviour**

#### **Around School**

At the beginning of the year the children are given a set of rules which relate to moving around the school building.

1. Always walk when you are in school
2. Use quiet voices

3. Be polite to others (when lining up)
4. No toys or sweets allowed

### **In the Playground**

1. To avoid problems related to bullying and discipline, ground rules are laid down about the playground. Older children can be involved in making these rules
2. Boundaries made known
3. Provision of facilities to play games, e.g. footballs, sports boxes, fixed apparatus
4. Teachers on playground duty encourage the children to play fairly, shy and withdrawn children are asked to be included in games

### **Playground Rules**

These are displayed in the playground and in classrooms.

- When I play I try to be fair and friendly
- I always keep my hands and feet to myself
- I never stand on the wall

### **Lunchtime**

The dinner supervisors have instructions from the head, deputy and classroom teachers on what to do if an incidence of bullying occurs. Difficult or more serious problems are referred to the headteacher or deputy headteacher.

### **In the classroom**

It may be helpful if teachers can write up their own set of rules that relate to orderly conduct in their own classrooms. Older children may be involved in deciding what these rules will be. In this way they will be setting their own standards, which hopefully will encourage them towards better behaviour by adhering to their rules. Children are praised for showing these qualities.

1. Being able to work hard
2. Being friendly to each other
3. Showing kindness to other pupils
4. Being thoughtful
5. Being helpful to others, particularly newcomers to the school

## **Recognising the signs of bullying**

### **Definitions of bullying**

- 'More than one attacker harassing one or more others' (Lagerspetz et al., 1982)
- 'A person is bullied when he or she is exposed regularly and over time, to negative actions on the part of one or more persons' (Olweus 1987)
- A person who feels threatened
- 'The long term and systematic use of violence, mental or physical, against an individual who is unable to defend himself in an actual situation (Roldand, 1990)

Children who are the victims of bullying need to know that they can talk about their fears to an adult in school. An activity called 'circle time' may help a child, who is worried about something, to tell someone.

The activity may be used on a weekly basis, e.g. Friday afternoon before story time or perhaps two or three times during a half-term.

The SEALs materials are also very useful and can be used at any time during the year. These materials are differentiated by year group.

### **Action Plan for Bullying**

- a) Children should know that bullying in or out of school will **not** be tolerated. Everyone has to try and ensure that it does not happen, but if it does they **must** tell an adult.
- b) There should be class discussions and assemblies where children have the opportunity to talk about bullying, what it is and what can be done about it.
- c) When bullying occurs the disciplining response to bullying follows quickly. If it has happened in the classroom, and is an isolated case; the child may be made to sit away from the other children for a short period. If it happened on the playground the child/children may be sent in to miss some playtime.

Depending on the incident and how serious it is, further discussion may need to take place. If so this might mean consultation with the headteacher and other colleagues may help in deciding on a proper course of action.

### **Serious Incidences of Bullying**

In some cases it may be appropriate to keep the bullying child/children behind at playtime to discuss with them what has been happening and warn them of the consequences. This may be enough to 'nip things in the bud'. If this fails to resolve the matter then further discussion with the bullies and the victim must take place. A 'talk table' may be considered. This would allow discussion between all the children concerned to take place with at least one adult present.

It may be at this point, that parents can be informed and asked if they have noticed any worrying behaviour at home which might relate to bullying or being bullied. An important issue to bear in mind with the bullying child is that **it is the behaviour, not the child** that is being condemned.

During the meeting at the 'talk table' it must be stressed to each child that bullying is not allowed. The importance of telling someone must also be stressed to the victim.

### **Follow up activities for bullies**

1. Further discussion in private to try to find out why the child is bullying.
2. If it is serious and everything possible has been done to no avail, contact school psychological service.
3. Set realistic guidelines to help the child control his/her behaviour.
4. Try to be positive with the child. Try to think of ideas that will help the child do something well, i.e. take a message round school. This will possibly encourage more responsible and better behaviour.
5. Talk with the child about how he/she might join in better with a group.

### **Follow up activities for victims**

Give the child some ideas about how to avoid further bullying.

Some examples:-

1. When someone says something unkind try not to show you are too upset even if you are. Try to take no notice.
2. If you feel brave enough tell the bully!
3. e.g. 'I will not give you my ball' - keep repeating the one sentence.
4. If you are really upset by someone else **always** tell a grown up.

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