

# **Putnoe Primary School Anti-Bullying Policy**

## **1. Rationale**

**1.1** At Putnoe Primary School we are committed to providing a caring, friendly and safe community environment for all of our pupils, so that they can learn in a relaxed and secure atmosphere free from discrimination of any kind.

**1.2** Every member of the school community has a number of basic rights, regardless of differences, which will enable them to achieve their full potential and which the whole school is responsible for supporting and defending.

**1.3** Our school Charter of Rights states that ‘Every child and every adult at Putnoe School has the right:

To be happy and enjoy coming to school

To be treated with respect and consideration

To feel safe

To be listened to

To have the opportunity to do their best

To enjoy a calm, quiet environment

To have friends.

## **2. Aims of the Policy**

**2.1** We aim to prevent bullying in any form and to have a consistent approach for dealing with incidents of bullying, quickly and effectively.

**2.2** We want to ensure that:

- All governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is
- All governors and staff know what the school policy is and follow it when bullying is reported
- All pupils and parents know what the school policy is, and what they should do if bullying arises
- To ensure that victims and perpetrators will be treated in a supportive manner
- To ensure that our practice is underlined by our School Values and contributes towards ensuring better relationships within our school
- To deal with incidents of bullying by using the “No blame approach” where appropriate

## **3. Our School Values**

**3.1** We teach our children 11 core values such as respect, forgiveness and honesty during the course of the school year, (One per month)  
All adults are required to act as role models and treat children with

respect and fairness. As a Values School, bullying of any member of our community is unacceptable and will not be tolerated.

- 3.2** Anyone who believes that they are being bullied, be it a child or adult, is encouraged to tell someone they feel safe with, be it a parent or a member of staff, or a colleague. Whoever is told about a suspected case of bullying has a duty to tell the PSHE subject leader, the Senior Management Team and/or the Head Teacher so that this can be fully investigated.

## **4 Definition of Bullying**

**4.1** Bullying is consistent and intentional behaviour that causes distress to others. Bullying involves one party having power over another which results in fear and isolation of the victim.

**4.2** Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Verbal – name-calling, sarcasm, spreading rumours, teasing perhaps because of Special needs, disability, appearance or home circumstances
- Electronic – Text messages, mobile phones, email and internet

## **5 Indicators of Bullying**

**5.1** A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and investigate if a child is:

- Unwilling to come to school
- Avoiding particular days or lessons
- Avoiding friends and others at school
- Doing poorly at their work
- Continually losing money
- Refusing to tell what's wrong
- Faking illness in an attempt to avoid school
- Becoming withdrawn, anxious, or lacking in confidence
- Crying themselves to sleep at night or has nightmares
- More aggressive, disruptive or unreasonable than usual
- Exhibiting unexplained cuts or bruises.

**5.2** These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **6 Strategies for dealing with bullying**

**6.1** When bullying situations occur, circumstances and personalities will vary. The school will attempt to deal with problems accordingly, both supporting the victim and using strategies to help the bully change his/her attitude and engage in more acceptable behaviours. Having been made

aware of a problem, staff should keep an open mind when trying to identify the bully as there is no stereo-type or typical bully. Within the different categories of bullying the bullying behaviours will vary. The school will take the issue seriously and deal with any parents' or pupils' concerns. All matters will be dealt with in the strictest confidence within the realms of the school's Child Protection Policy.

**6.2** Through the implementation of the school's positive behaviour policy there will be constant reinforcement of caring, desirable behaviour. This will help foster positive relationships throughout the school community. Bullying incidents will be dealt with using a range of strategies depending on the nature and severity of the incidents. When possible the school will favour the no-blame approach (see appendix). In some cases it may be necessary to apply sanctions in line with the school's behaviour policy.

### **6.3 Anti-bullying ambassadors**

Putnoe Primary School has a system of trained anti-bullying ambassadors. These are responsible pupils from KS 2 who have participated in the Diana Award anti-bullying training. These children provide good role models for all pupils. They are available at lunch time on a Rota basis to talk to any child experiencing friendship problems or bullying..

The anti-bullying ambassadors are also involved in planning activities and assemblies particularly in Anti-Bullying week, when the profile of Anti-Bullying in school is raised.

## **7 Responsibilities**

**7.1** The issue of bullying is a matter of partnership including all pupils, staff and parents. It is important that all individuals recognise the difficulties which may be encountered in implementing the Anti-Bullying Policy. In this regard:

### **7.2 Board of Governors/Senior Management**

- provide a safe environment for all children
- promote the ethos of respect for the individual
- encourage pupils to TELL

### **7.3 Staff Responsibilities**

- encourage pupils to TELL if being bullied or if another pupil is being bullied
- when first reported, the staff will listen to all pupils' concerns and take all reports of bullying seriously
- staff will communicate with all concerned in line with procedures and responsibilities
- staff will record incidents as appropriate
- participate in training
- acknowledge appropriate behaviour/celebrate good behaviour
- inform Designated Teacher and/or Headteacher
- inform parents and ask for their support as necessary
- monitor and review the situation

- the bullying behaviour will be viewed separately from the child (always stress that it is the behaviour and not the child)
- suggest acceptable forms of behaviour to the pupils involved or use the “No Blame Approach”

#### **7.4 Pupil Responsibilities - Pupils should**

- report incidents of bullying
- respect and support peers
- adhere to and promote the school’s anti-bullying policy

#### **7.5 Parent Responsibilities - Parents should**

- report any concerns to the school
- Stress to children the importance of good social behaviour
- Actively support the schools Anti-Bullying Policy and allow the school time to follow procedures in place
- Stress to children that retaliation is not helpful

### **8 PREVENTION**

**8.1** Because the school is committed to building positive relationships, it will have a supportive attitude towards both victims and bullies. Since victims often remain silent, behavioural signs may indicate that there is a problem. Victims may be suffering isolation and anxiety as a result of bullying. Children should be encouraged to inform the class teacher of bullying.

**8.2** Staff will use positive classroom management strategies which aim to build good relationships between pupils.

**8.3** They will also use opportunities within the curriculum to discuss bullying issues. The following measures are implemented in order to tackle the occurrence of bullying within the school:

- Effective supervision of the school environment
- Visible reminders around the school to promote anti-bullying measures
- Pupils are made aware that the school cares about bullying and will take reports of bullying seriously by responding to reported incidents as soon as possible
- Worry box in all classrooms to encourage passing on of information
- Role of Anti- Bullying ambassadors (and friendship bench ‘buddy’ system
- Pupils are given positive strategies to deal with bullying in PSHE lessons
- Use of assemblies and ‘Values Education’ will be used to promote being a good citizen
- Use of SEAL materials especially the Say No to Bullying Unit

## **9 PROCEDURES**

- 9.1** If bullying is reported to a member of staff, they should assess the seriousness of the incident and, for the majority of cases, inform the victim's class teacher, who will investigate the matter thoroughly and make a record of the incident/s in the Bully Log (Appendix 2)
- 9.2** No one approach will be successful for every incident, but in the first case "The No Blame Approach" should be undertaken.
- 9.3** By telling the group how the victim feels, the aim is to elicit from the group an empathetic response. The focus should be upon the feelings and status of the bully. He/she should be given the opportunity to acknowledge that there is a problem, to understand the degree of distress suffered and to feel that his/her ability to change his/her behaviour is recognised.
- 9.4** It is imperative that a quick response is given to the parents of any victim of bullying, informing them of action taken.
- 9.5** It is also important that it is made clear to all parties that follow up meetings will be held to monitor the situation.

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## Appendix 1

### **No-Blame Approach**

When bullying has been reported then in the first instance the 'No Blame Approach' offers a simple seven-step procedure which can be used by a teacher or other facilitator. Note that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

#### **Step 1 – Talk with the victim**

Talk to victim to establish how they feel, how long they have felt this way and who has caused these negative feelings. The purpose is not to discover facts about the incident but to concentrate on the victim's feelings. It is important that the victim understands and gives consent to the process.

The facilitator should end the meeting by:

- Checking that nothing confidential has been discussed which should not be disclosed to the group
- Asking the victim to produce a piece of writing or a picture which will illustrate his/her unhappiness
- Offering the victim an opportunity to talk again at any time during the procedure if things are not going well.

#### **Step 2 – Convene a meeting with peers.**

The facilitator arranges to meet with a group of peers which includes the bully/bullies and who have been suggested by the victim. A group of eight works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable peers are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of the group members to bring about the best outcome.

#### **Step 3 – Explain the problem**

The facilitator starts telling the group that she/he has a problem – they are worried about ..... who is having a very hard time at the moment. They recount the story of the victim's unhappiness and uses the piece of writing/drawing to emphasise their distress. At no time are details of the incident discussed or blame allocated.

#### **Step 4 – Share Responsibility**

When the account is finished, the facilitator states explicitly that no-one is in trouble or is going to be punished, there is a joint responsibility to help .... to be happy and safe and the group has been chosen to help solve the problem.

### **Step 5 – Ask group for suggestions and positive responses**

Each member of the group should be encouraged to suggest a way in which the victim could be helped to feel happier. These ideas are stated in the 'I' language of intention; 'I will walk to school with him'; 'I will ask him to sit next to me at dinner'. Ideas are owned by the group members and not imposed by the facilitator.

### **Step 6 – Leave it up to them**

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made – it is left as a matter of trust. The facilitator thanks them, expresses confidence in a positive outcome and arranges to meet them again to see how things are going.

### **Step 7 = Meet them again**

About a week later, the facilitator discusses with each pupil individually, including the victim, how things have been going. This allows them to monitor the bullying and keeps the young people involved in the process. It does not matter if everyone has not kept to his intention, as long as the bullying has stopped. The victim needs to feel safe and happy.

