



NETHERAVON ALL SAINTS C of E PRIMARY SCHOOL

High Street
Netheravon
Salisbury
Wiltshire
SP4 9PJ

Anti-Bullying Policy

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Date of Review:	November 2019
Signed:	File copy signed
Position:	Chair of Governors

Netheravon All Saints C of E Primary School is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. Our Anti-Bullying policy and practice plays an important role in this.

Values and Aims

- To provide a safe environment for all our school community
- To ensure that everyone is confident to report incidents of bullying and know that they will be listened to and action taken
- To show bullies that their behaviour will not be tolerated and to show that bullying behaviour is, in all circumstances, unacceptable
- To enable victims to walk away from incidents
- To provide a safe place for victims
- To develop in the children recognition and understanding of the nature of bullying
- A culture of respect for every individual
- Fairness

Principles

All adults in our school community (staff, governors, parents / carers) are expected to present positive role models to children. Netheravon All Saints recognises that bullying is a shared problem and staff and parents (of both victim and perpetrator) will need to work together to resolve difficulties. Anti-bullying approaches will be consistent with the values of a Christian community and preparing children for life in an inclusive society. This includes incorporating an acceptance and valuing of difference, the need to cope with difficult individuals and the role of forgiveness. When incidents have been dealt with, all parties should be supported and enabled to move on positively. In keeping with our shared faith, it is our aim that the resolution of incidents pupils should, wherever possible, be reconciled.

Definitions

Bullying is defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling

- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)

Bullying involves an inequality of power. It is difficult for those being bullied to defend themselves. It can be indirect and persistent, it might involve spreading nasty stories about someone. It can result in a violation of freedom and rights.

Control measures to help prevent bullying

- Assemblies and Personal, Social and Health education (PSHE) lessons will regularly be devoted to showing the children strategies for dealing with bullying, and the harm caused by bullying.
- Children are helped to build up their own self-esteem by positive self-evaluation, role play, assertiveness training and positive reward strategies such as our house point scheme.
- Children are taught how to walk away from incidents without hitting back or losing face.
- Regular discussion time is created in order to talk through issues and problems together.

Identifying bullying

Bullying can be identified at an early stage by allowing positive discussion in class. This could take the form of Circle Time. The children must be encouraged to tell staff of any problems as they occur. For their part, staff should always listen and take appropriate action where necessary. We acknowledge that, even with all these strategies in place, there are still likely to be incidents of bullying. All staff need to be alert to the following signs which could mean a child is being bullied:

- a child shows physical marks
- a child is looking miserable
- a child's work or social behaviour changes dramatically
- a child is scared of going home or coming to school
- a child is afraid to be near someone else
- a child is isolated and is not chosen for teams

Parents are often the first to become aware of this problem, we hope incidents will be reported to the school as soon as possible.

Strategies for dealing with bullying incidents

The school avoids at all times labelling pupils as either victims or bullies. It is important that pupils who have been the targets of bullying behaviours are able to see that this experience will end and that it is not the result of something about themselves that has attracted or deserved such treatment by others. Similarly children who have engaged in bullying behaviour will be expected to resolve the matter and change their behaviour. It should be

remembered that there is no typical “bully”. Many children may use bullying behaviours from time to time.

The following procedures should be adopted:

1. Investigate the incident.
2. Interview the bully and victim separately / together (as appropriate – this will be most effective when moving towards the resolution and the reconciliation of both parties, as is good practice in effective ‘restorative’ procedures.)
3. Interview any witnesses.
4. Decide on appropriate action which includes:

For an early offence / incident:-

- use the “no blame” approach where the bully is told clearly the effect his/her behaviour is having on the victim.
- identify possible cause for the behaviour of the perpetrator.
- isolation for a short time,
- apologising to victim,
- reminders about school rules.

Subsequent offences:

- losing playtimes,
- negotiate a contract with the bully to help stop the behaviour which includes doing something positive for the victim and resolving own negative issues if appropriate.
- provide support and a safe place for the victim
- discussions with both parties with a ELSA trained member of staff followed by regular reviews
- other agencies will be approached where necessary

All incidents of bullying and racism should be reported to a senior member of staff and recorded on a ‘Bullying Incident Sheet’ and handed to the Headteacher. In cases of serious bullying the offender's parents will be informed and involved. Progress should be discussed with victims to keep a watching brief on the situation. Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school. Children may fall out with their friends and engage in hurtful behaviour. Such experiences can be extremely distressing to the individuals involved. Children may retaliate against the hurtful behaviour of others. Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school. Where pupils cause harm or distress without intent, the impact of their behaviour will be pointed out and any continuance will be

regarded as intentional. Similarly, all unsafe behaviours and unsafe environment issues will be dealt with.

The Role and Involvement of the Governing Body

The Governing Body supports the Headteacher in all strategies to eliminate bullying from our school, while still recognising that it is likely to occur in school from time to time. It is the responsibility of the Governing Body to monitor and review the anti-bullying policy and its effectiveness. They require the Headteacher to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies.