



Whinney Banks Primary School

Anti-Bullying Policy

(January 2015)

Our approach to bullying is based on two assumptions:

- Prevention is better than cure
- Bullying should be treated seriously

We understand bullying as involving planned or deliberate behaviour intended to harm or cause distress to another person.

It can be a one-off incident or, more usually, a persistent pattern but while the latter is often more damaging, both should be treated seriously.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Prevention

We seek to establish an atmosphere based on respect and caring. This is emphasised through assemblies, discussion with children (both in the structured delivery of our PHSE work or at point of need when the subject is prompted by events or material within e.g. literacy), the general school behaviour policy, our 'Care Card' system and the overall attitude of staff to children, which is based on respect and discussion rather than intimidation and force.

Through the specific delivery of lessons designed around bullying, we aim to teach pupils:

- to develop self-control;
- to take responsibility for their choices;
- to be accountable for their choices;
- that choices have consequences; and
- to understand how their choices impact on others.

The staff are committed to a policy of thorough supervision that has been established to ensure that children are supervised as well as possible and that opportunities for covert bullying are marginalised.

Children are encouraged to tell an adult if they feel they, or someone else, are being bullied and they are taught strategies for effectively dealing with incidents of bullying.

Action if bullying is suspected.

All staff treat reports of bullying incidents, whether from children or parents, seriously.

All such reports will be investigated.

Children found to be involved in specific bullying will be warned and they will be informed of the sanctions that will follow if there is any repetition. As a minimum, they will usually be required to apologise to the victim (in writing if this is felt to be appropriate) and a letter will be sent home informing parents. Staff will discuss with them the effects their behaviour has on others and the detrimental effect their behaviour has on themselves and their relationships with others.

If the incident is felt to be particularly serious or if there is a repetition of the bullying behaviour, parents of the child who has taken part in bullying will be asked to attend a meeting in school and their support requested for whatever sanctions and support are felt appropriate e.g. removal of privileges, loss of playtimes, home-school report, contract schedules, involvement of the behaviour support service, exclusion from school, etc.

Whenever bullying has been shown to have occurred, we will monitor the situation and will encourage the parents and child to alert the school if any further incidents occur. Depending on the seriousness of the bullying, the parents of the victim will be informed of what has happened and their help will be sought in attempting to help the child develop strategies for assertion and coping.

If deemed appropriate, the incident will be made public amongst the class or year group (the term 'bully' will not be used publically) and the support of the peers will be sought in ensuring any further incidents are immediately brought to the attention of staff.

Signs of possible bullying

Staff should be aware that children showing these sorts of behaviour may be being bullied.

Children may:

- Be frightened of walking to and from school
- Be unwilling to come to school
- Want to leave school early or often come to school late
- Suddenly start to perform badly with their work
- Want to stay in during break/lunch times
- Become withdrawn
- Experience rapid mood changes
- Experience lapses in concentration

- Start stammering
- Have unexplained bruises or cuts etc.
- Experience changes in their behaviour patterns
- Have their possessions go missing
- Have damage to their property
- Repeatedly complain about the same child or children
- Fake illness
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above