

Abbey School

ANTI-BULLYING, BEHAVIOUR and SANCIONS GUIDANCE – Policy

Advice and considerations for creating our Anti-Bullying Policy has been taken from the Bullying: Don't Suffer in Silence campaign found on the DCSF site at <http://www.dfes.gov.uk/bullying/>

ADMINISTRATION

Review frequency: Annually

Approval: Head Teacher

Statutory Guidance: Safeguarding Children and Safer Recruitment in Education

What is bullying?

The publication Safe To Learn: Embedding anti-bullying work in schools describes bullying as:

'Behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally.'

[para 1.6]

The above definition includes verbal bullying, which can obviously lead to emotional hurt.

What is not counted as bullying?

At the Abbey School we believe that all persons are entitled to a caring, safe environment in which to work and play. Our children are young and on the start of a journey that will encompass the understanding and adoption of socially acceptable behaviour. During that journey there will always be occasional accidents or hurt to others that stem from normal play or that may arise from over exuberance, thoughtlessness or perhaps lack of understanding. Such actions are not considered to be bullying and are not treated as such in our establishment. Nevertheless children need to be made aware of the consequences of their actions and this level of understanding takes time.

Having made that clear, we regard bullying as very serious and believe that everyone in the school should work against it. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. There are many kinds of bullying but the key factors to consider are that bullying is ***deliberate and persistent***.

Some are Physical such as

- hitting
- pushing
- taking belongings away

Some are Verbal such as

- Name calling
- Threatening
- Swearing

Some are Emotional

- Making fun of different families
- Persistent or unwelcome Teasing

The victim may be

Smaller, weaker, quieter, more able, looked upon as different, popular with teacher, disabled, race related.

Most of the time the victim finds it difficult to fend for him/her self.

Bullies carry out their actions to

- ◆ Impress their friends
- ◆ Use up their own anger, which sometimes comes from personal problems, or jealousy of their victim.
- ◆ Copy or act out bad behaviour learned from older friends or TV influence.
- ◆ Make fun when they are bored
- ◆ Fulfil expectations of what older children can do.

We must be observant of the outward distress signs exhibited by victims of bullying

- ◆ Possible withdrawal, hard to detect in the loner
- ◆ Lack of effort in class
- ◆ Feigned illness
- ◆ Unwillingness to go out to play
- ◆ Erratic unhappiness
- ◆ Lack of appetite

Liaison between home and school is imperative if symptoms are to be corrected for both victim and bully.

Operating a preventative anti-bullying policy is the best procedure

- ◆ Encouraging older children to care for others
- ◆ Discuss friendships with children
- ◆ Discourage rough behaviour – silly games
- ◆ Keep an eye on 'loners' and try to involve them in group games
- ◆ Ensure adequate supervision in play areas

When attending any meeting with reference to bullying parents must realise that they need to co-operate with the school to resolve the situation. Parents need to know we care.

Teachers must be observant.

- ◆ Watching and advising
- ◆ Discourage bad language
- ◆ Reward non aggressive behaviour
- ◆ Keep up levels of supervision on the playground and cloakrooms
- ◆ Hold assemblies to 'get the message' across
- ◆ Discuss problems at staff meetings
- ◆ Encourage PSHE, circle time to encourage good behaviour
- ◆ Draw up individual class contracts

Procedure for dealing with bullying complaints

1. Any complaint of verbal, physical or emotional abuse will go to the duty staff at playtime. This needs to be dealt with at the time and if necessary passed on to the Form teacher to monitor the situation.
2. To check at certain times of the day that the child who is having the problem is safe and the child causing the problem is aware we know. This is usually at break and Lunchtime and after school before going home.
3. Monitor poor behaviour.
4. Using professional judgement, should the poor behaviour continue the Form Teacher/ Foundation lead will inform the parents who must be involved in dealing with the problem.
5. Serious poor behaviour will be reported to the Head Teacher.

Sanctions Guidance

Year 6 Posts of responsibility withdrawn

Loss of playtime or part of playtime (detention)

Withdrawal at playtime/lunchtime for a week

Loss of privilege i.e. School clubs

School teams

Residential visits

Exclusion

Fixed term

Permanent

Bring the bully and recipient together. Encourage them to talk help them to

a) become friends b) tolerate each other and leave one another alone.

Make the bully aware of their actions

a) affect on the recipient b) their punishment

Evaluation of Policy

- ◆ Is their whole school consistency in methodology.
- ◆ Ensure Staff attend training.
- ◆ Are new staff aware of procedures.
- ◆ Are there methods used to encourage good behaviour?
- ◆ Is there continual assessment of the procedures used in the policy?
- ◆ Are staff encouraged to discuss new ideas to improve behaviour and promote these in a positive way.

END