Policy: Anti-Bullying Policy

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Mission Statement

At Abbey School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful, responsible independent learners, equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

Our Core Values

RESPECT, RESPONSIBILITY, RESILIENCE

These 3 core values underpin the ethos of Abbey School. Our young pupils are encouraged to understand these values and how they develop, initially, at the micro level around themselves, their friendships, their families and our school. Later, our older pupils begin to understand how these self-same values affect our lives on the macro level, with all this means for their lives as

they grow into adults and their environment of Devon, the United Kingdom, and also the planet in which we live.

Statutory Policies

Safeguarding Children and Safer Recruitment in Education. 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/

Aims

- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can take place through establishing an acceptable standard of behaviour.
- To foster mutual respect between all members of the school and the wider community, regardless of background, race or creed.
- To help our children to understand the long and short term consequences of their actions, for themselves and for others.
- To promote in all children a clear understanding of right and wrong.
- To develop in our children an acceptance of social values and principles, and to encourage them to behave consistently in accord with them.
- To improve children's self-concept by developing self-awareness, esteem and confidence.
- To develop an effective working partnership between parents and school as an aid to promoting good behaviour.
- To create and maintain a happy, safe and relaxed environment for all members of the school community

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.

There are many kinds of bullying

This is not a full list by any means, but the key factors to consider are that bullying is ***deliberate and persistent***.

Some are Physical such as

Hitting
Pushing
Taking belongings away
Exclusion and isolation from activities and games

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, of a different race. **Most of the time the victim finds it difficult to fend for him-/her-self .**

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.

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.

Teachers must help to develop a positive environment

- Watch and advise
- Reward non aggressive behaviour
- Keep up levels of supervision on the playground and in cloakrooms
- Hold assemblies to 'get the message' across including reference to cyber-bullying, prejudice based and discriminatory bullying as examples
- Use of E-Safety Lessons with reference to cyber-bullying
- Focus days such as Internet Safety Day, Black History Month, Sunflowers for Ukraine
- Draw up individual class contracts
- Encourage PSHE, circle time to encourage good behaviour
- Encourage older children to care for others
- Keep an eye on 'loners' and try to involve them in group games
- Discuss friendships with children
- Discourage bad language
- Discourage rough behaviour – silly games

- Discuss problems at staff meetings

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.

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. 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 or Permanent

Bring the bully and recipient together. Situations can be engineered in which children can be encourage to talk to one another or support one another at play in order to help them to:

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

Make the bully aware of

a) the affect of their actions on the recipient
b) the consequences of their actions on others
c) their punishment

Evaluation of Policy

- Is there whole school consistency in methodology?
- Ensure Staff attend training.
- Ensure new staff are aware of procedures
- Are there methods in place 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?