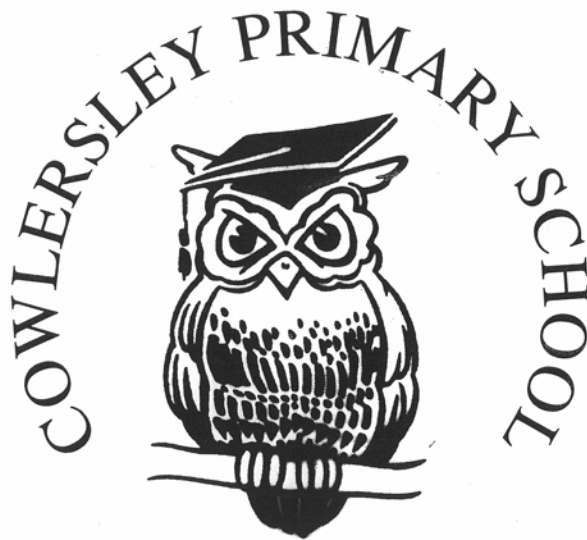


Cowlersley Primary School

Anti - Bullying Policy



Date reviewed: *Autumn Term 2009*

Date to review: *Autumn Term 2010*

Cowlersley Primary School Anti-Bullying Policy

What is Bullying?

- It is deliberately hurtful behaviour
- It is repeated behaviour over a period of time
- It is often difficult for those being bullied to defend themselves.

Bullying can take many forms:

- PHYSICAL – hitting, kicking, taking belongings
- VERBAL – name calling, insulting, racist remarks
- INDIRECT – spreading nasty rumours / stories about someone, excluding someone from social groups / situations.
- Intimidation through text / e-mail.

Aims

- To encourage self-discipline and appropriate behaviour and develop respect for ourselves, each other, the wider community and the environment.
- To engender respect, tolerance and sensitivity towards others showing due regard to faith, race, gender and disability.
- To create caring and positive surroundings and a feeling of 'it is ok' to tell.

Our school response to Bullying :

1. Stop it!
2. Listen!
3. Follow it up!
4. Check up!

Guidance

Counselling

- Children should be encouraged to tell when they have been bullied and this message will be repeated through assemblies, drama, PSHCE and the behaviour policy.
- Children should be encouraged to tell a trusted adult. This might be the learning mentor, teacher, educational teaching assistant or a parent.
- The adult must allow time to talk and listen to the child allowing enough time to pursue and establish the truth.
- It is advisable for the talking / listening to take place in a private place, for example, the Learning Mentors room.
- The adult listens to all sides of the story – the one who has been bullied, the one who has done the bullying and any witnesses. The adult then explores with the children the consequences of what has happened.

Do not Bully the Bully!

This only gives credibility to the behaviour.

Solving the problem

- Bullies may feel justified in their actions and reluctant to admit them.
- False allegations of bullying may be made to get other children into trouble.
- Adults in the situation may find it difficult to find out the true facts of the situation.
- Other children in the school may feel threatened by a bullying incident. If their experience is that bullying goes unchecked their perceived powerlessness may turn them into apathetic bystanders.
- Work with the learning mentor and opportunities within the curriculum teaches the children to value themselves and gives them a set of coping strategies.
- Those that bully may have serious issues of their own which cause them to behave as they do. This does not excuse their behaviour which can be causing great misery to another child.
- Once those that bully and those that have been bullied have accepted that there is a problem discussion should take place to consider what can be done about it.
- Those that bully can be helped by counselling. The trusted adult should aim to help the pupils find their own solution to their personal disagreement. Discussion about how their solution will be actioned should follow.

- The adult must follow up with all parties and check that the problem has been resolved.
- Parents should be informed.
- Bullying concerns should be shared at staff meetings.

Prevention

1. **Be vigilant** – bullying will often take place out of general view, for example, toilets, cloakrooms etc.
2. **'Only playing Miss!'** – seriously question this statement, preferably separating those involved.
3. **Encourage children to 'tell'** – it is important that the whole school is seen to want to deal with bullying.
4. **Maintain good classroom management** – pupils feel safe when standards of discipline are consistently applied and adults model firm, non-aggressive, fair behaviour.
5. **Positive use of time** – make sure pupils know which and where supervised activities take place at lunchtime and after school.
6. **Use curriculum opportunities** – reinforce the structured work across the curriculum by using opportunities to outline the school's stance on bullying, for example, SEAL materials, themed weeks, assemblies.

Procedures

- Incidents of bullying are recorded and monitored.
- A log is kept of all bullying incidents.
- Those that bully and those who are bullied must know the incidents have been logged.
- All staff need to be aware of any bullying incident.
- Each incident is to be followed up after a given time and the incident sheet reviewed and stored appropriately.

Parental involvement

Parents / Carers are involved when:

- when persistent offending occurs
- when incidents involve physical harm
- when there is persistent verbal abuse
- when threats are repeatedly made
- when there is repeated name calling / pushing / intimidation.

Appendix 1: Incident form

Appendix 2: Learning Mentor booklet

Cowlersley Primary School

Bullying Incident

Date:

Time:

Place:

Bully:

Victim:

Witnesses:

Adult (s) who dealt with the incident:

Brief outline of incident (e.g nature – racist / name calling / physical)

Action taken (e.g apology, made friends, reported to HT / Classteacher)

Follow up: