



## **Anti- Bullying Policy**

Thrybergh Fullerton CE Primary Academy recognises that bullying found in society at large could affect our school. It recognises that Bullying is not an inherited behaviour pattern but a learned one, and that as such, school has a large part to play.

It is therefore our belief that school, along with society, should provide an education, which develops mutual respect, through the development of an appropriate curriculum and school ethos.

We will combat and positively challenge, any bullying in school when it occurs and in whatever form, and be consistent in its application.

It is the duty of school to combat bullying in relation to the protected characteristics e.g. age, race, gender, faith etc.

### Aim:

To ensure:-

- 1) That signs of bullying are more easily recognised and acted upon appropriately.
- 2) That children learn through example and that school expects a caring approach towards each other.
- 3) That a clear procedure is in place to deal with any incidents of bullying, which is consistent with methods of dealing with other unacceptable behaviour in school.
- 4) An appropriate immediate and caring support is provided for any victims of bullying, and continued monitoring takes place following all incidents of bullying.
- 5) That school provided appropriate resources, to support its philosophy.
- 6) That steps are taken to increase the ability of all staff to recognise types and examples of Bullying existing in society, and that none of these are acceptable, or will be tolerated in school.
- 7) That all incidents of bullying in school will be monitored and recorded and of any action taken. In the case of repeated bullying by the same child, or in more serious incidents where violence is a significant factor, school & DfE guidelines on exclusion may be used: both internally and externally and parents/carers informed accordingly.
- 8) That all parents, visitors and the community are aware of this policy to combat bullying

## Bullying - What is Bullying

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

- Bullying is generally characterised by:
- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

## Principles for the Prevention of Bullying

The school, through its curriculum and ethos, teaches that bullying is unacceptable. It encourages and provides opportunities for the practice of social skills and encourages ‘telling’ as responsible and acceptable.

The school ensures that the site is supervised at all times when children are present and any incidences of bullying are quickly addressed.

Staff are made aware of the characteristics of bullies and victims:

Bullies may –

- a) feel inadequate or lack confidence
- b) feel insecure
- c) be bullied themselves by parents/siblings
- d) be victims of physical, sexual or emotional abuse<sup>1</sup>
- e) have been socialised into a ‘success by any means’ attitude
- f) not understand why their behaviour is unacceptable
- g) lack ability to empathise with victim
- h) lack inner controls of behaviour
- i) lack social skills in making demands in a non-aggressive way
- j) have Special Educational Needs

Victims may -

- a) feel inadequate or lack self-esteem
- b) be anxious and insecure individuals
- c) be abnormally submissive, repressing own wants, needs and feelings
- d) resort to crying or temper outbursts when threatened
- e) feel a loner
- f) lack social skills for defending themselves or their point of view
- g) have been over-protected at home
- h) NOT BE A VICTIM but inventing a situation to get others into trouble

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<sup>1</sup> Staff are trained in recognising such incidences with one member of staff trained as Child Welfare Liaison Officer, the Learning Mentor as Assistant Child Welfare Officer and a named Governor to oversee Child Welfare.

### Strategies for Dealing with Incidences of Bullying

If specific complaints are received from parents or children or incidences are observed by members of staff, the following procedure should be adopted:

- 1) Assemble evidence through separate interviews with bully and victim
- 2) Talk to children involved to try to establish a relationship between bully and victim
- 3) Establish sanctions, i.e. no playtime for a set period, working away from group, going home a little late
- 4) Involve parents
- 5) If all else fails, suspend child for a set period. In incidences where bullying continues following periods of internal or fixed term exclusion (suspension) permanent exclusion may be required.

### Discipline – What is Discipline?

Discipline is a system of rules of mental, spiritual and physical conduct appropriate to a situation which, if not self-imposed, has to be imposed from above. The code of discipline is the same for everyone in the same situation and discipline is a reflection of the consideration and respect shown to others, especially those who are older or in a position of authority.

### Aims

It is the aim of the school that all persons on the premises should behave in a way that is respectful of the needs and status of others. Children should respond well to advice, instructions or requests from teachers.

### Strategies for the Promotion of Good Discipline

Rules are kept to a minimum but are regularly explained and reinforced. Working talk is allowed, indeed encouraged, in class but time-wasting talk is discouraged. Children are encouraged to be self-confident in selecting materials for their work from clearly marked resources which they know are available to them. We use 'class dojo points' which gives reward for those who show respect and are helpful around the school as well as those who do good work.

### Behaviour – What is meant by Good Behaviour?

Good behaviour is conduct that is acceptable within the community; it is being polite and courteous to others. The rules of good behaviour apply to all - children learn by observation and teachers should be role models in this as in all other aspects of school life.

### Aims

It is the aim of the school that all members of the community should be polite and courteous to all other members of the community, showing respect for each other, valuing efforts and encouraging improvement.

### Strategies for the Promotion of Good Behaviour

- \* High teacher expectation, accompanied by a clear understanding of what is acceptable and what is an unacceptable mode of behaviour

- \* Positive relationships with pupils which promote security and motivation
- \* Some independence for children in selecting tools or materials for a given task
- \* Appropriate use of language when encouraging or admonishing children
- \* Children's expectations are high and influenced by feelings of success
- \* Teachers are skilled in defusing potentially disruptive situations
- \* Good relationship and understanding with parents
- \* Appropriate level of reprimand which may differ from child to child
- \* Good relationship with children and a relaxed atmosphere in class where children can feel secure and confident
- \* Teacher is approachable and friendly; teacher genuinely cares about each child
- \* Use of circle time
- \* Clearly displayed and negotiated rules, rewards and consequences