

The Laurels Primary School

Anti Bullying policy

September 2021

Aims

To promote a culture that rejects bullying and cruelty and provides pupils with a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development.

Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will all pupils be able to fully benefit from the opportunities available at schools.

Objectives

- Pupils will know that bullying issues are dealt with efficiently and effectively
- Staff are responsive to bullying behaviour
- No bullying will take place in the school
- Pupils will be empowered

Definition

Bullying is a repeated aggressive behavior where one person (or group of people) in a position of power deliberately intimidates, abuses, or coerces an individual with the intention to hurt that person physically or emotionally. Acts of bullying can be physical or verbal.

Many young people can be unkind to each other and 'fall out' as they refine social skills and grow into adults. While these interactions are unpleasant, there is a clear line between conflict and bullying. Incidents of bullying must include all 3 of these characteristics:

- **Intentional**- *the behavior was aggressive and a deliberate attempt to hurt another person*
- **Repeated**- *these aggressive actions occur repeatedly over time to the same person or group of people*
- **Power imbalance**- *the person bullying has more physical or social power than the child or children being bullied*

A child friendly definition of bullying

"When someone continually behaves nastily to others."

Agreements

We agree that bullying behaviour should be challenged in our school to ensure that:

- Children are safe and happy whilst they are at school
- Academic achievement is not affected

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Bullying can be:

- Physical – hitting, kicking, taking belongings, unwanted physical contact
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories, excluding someone from a social group

Bullying has three things in common:

- It is deliberately hurtful behaviour
- It is repeated, often over a period of time
- It is difficult for those being bullied to defend themselves as there is an imbalance of power.

Forms of Bullying

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Different roles can be adopted simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Preventative Strategies

The main ways to prevent bullying are to create an ethos of good behaviour where pupils treat each other and school staff with respect, and to teach children about the importance of understanding and tolerating differences between people. This may be done in discrete PSHE lessons and school assemblies or in class in order to respond to specific situations. We also believe it necessary to regularly teach about the dangers of cyber-bullying.

Other strategies to prevent bullying are:

- During the Autumn term "Say No to Bullying" is taught in each class. During Anti-Bullying Week the whole school spends time on considering the current theme. This is delivered through assemblies, displays and classroom-based activities using age-appropriate activities.
- The class charter is displayed in each classroom and around the school and ensures that all children are aware of the acceptable levels of behaviour and the parameters in which they must work.
- All year groups have an elected School Council member who can convey pupil ideas and suggestions for creating a caring and stimulating learning environment. The School Council to offer up pupil suggestions.
- A child-friendly confidential worry-box is provided for pupils to share concerns with trusted adults.
- The school recognises the need for quality supervision on the playground at break times and so behaviour is handled by members of the teaching and support staff.
- Staff are given training on identifying bullying and how to deal with it.
- Staff encourage children to report bullying and create a positive and safe environment where pupils' concerns can be expressed and problems solved without fear of victimisation.

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Anti-bullying procedures

Procedure – When Bullying is Suspected

The victim, alleged aggressor and any witnesses should be interviewed separately and notes taken as evidence of what has occurred.

Use the Incident Record form attached.

Support the victim by:

- ensuring that the pupil feels that he or she is listened to
- assuring the pupil that all incidents of bullying are taken seriously
- reassuring the pupil by explaining how
 - he or she will be supported
 - the incident will be dealt with

The victim should ideally also be supported by the member of staff he or she has confided in. The disclosure will usually have occurred as a result of the pupil identifying someone who cares or can help.

Ensure the bully is dealt with fairly by:

- describing the reasons for your meeting with him or her (at the same time, do protect the victim and the identity of any witnesses)
- remaining calm and non-judgemental in order to ensure that the pupil
- feels that he or she is listened to
- assuring the pupil that all incidents of bullying are taken seriously and that, regardless of the reasons, you disapprove of all acts of bullying
- explaining how:
 - he or she will be supported
 - the incident will be dealt with

Attempt to help both the bully and the victim to:

- see the situation from another perspective
- explore the causes and effects of the incident
- identify how the situation could have been avoided or resolved (i.e.
- how to be assertive rather than aggressive or submissive)
- how they can resolve the present conflict

See both the pupils together for a mediation session if appropriate. At this meeting do the following:

- Remain calm and non-judgemental when the pupils talk through their understanding of the problem.
- Listen more than you speak. Do not assume that you know how the pupils feel or anticipate what they want to say. Pupils are more likely to reflect on their behaviour if they feel they are being listened to rather than spoken at.
- Paraphrase what you are told to show that you understand what the pupils have said. It is how the pupils perceive the situation which is important, not how you perceive it.
- Encourage the pupils through your questions, to reflect on their behaviour and the factors which may have influenced the behaviour of others. When appropriate, encourage empathy.
- Encourage the pupils to identify how they can resolve current difficulties and avoid the problems from recurring.
- Explain that the Incident Record form will record:
 - the details of the incident
 - the future conduct of the pupils, as identified and agreed by all parties in the meeting
 - the actions either pupil should take if there is further bullying or

- provocation (e.g. to report it to their teacher immediately)
- the monitoring arrangements for ensuring that the problems do not happen again
- the further action the school will take if the problems do happen again
- the date when these arrangements will be reviewed (usually after two weeks)

The advantage of the Incident Record form is that it helps the school to:

- set clear and consistent procedures for dealing with incidents of
- bullying
- monitor the progress of individual pupils
- monitor and review its Anti-Bullying policy

Do not collude with the secrecy which surrounds bullying. Make sure that everyone directly concerned with the pupils' welfare is made aware of what has happened and how it is to be addressed. You can decide at this stage how appropriate it is to punish the bully.

Hold a review meeting after about two weeks.

Repeat the initial procedures (i.e. interview the pupils individually before you all meet up). This is less threatening for both parties and is more likely to result in a frank and open discussion.

If no further incidents are reported and the matter is successfully resolved by the time the review occurs, put copies of the Incident Record form in the files of both the bully and the victim. Make sure SLT have a copy too.

For repetitive bullying incidents, the headteacher or a member of SLT must always be involved and a behaviour modification scheme may be implemented. Outside agencies may be involved e.g. Educational Psychologist, Social Services. A Senior Leader will arrange a meeting with the children and their parents to discuss the problems explaining strategies implemented so far.

Once the incident has been successfully resolved, unless there is a further occurrence of bullying, do not refer back to it.

Charlotte Bull
Headteacher

September 2021
To be reviewed in September 2022

The Laurels Primary School
Bullying incident form

Date:			Time:		
Perpetrator:			Victim:		
Age:	Sex:	Class:	Age:	Sex:	Class:
Reported by:					
Details When? Why? How?					
Action taken/Other remarks					
How will this be monitored					
All parents informed?					
Signed:					
Recorded on CPOMS (date):					