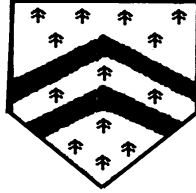


Bishops Tachbrook CE Primary School



Anti Bullying Policy

Reviewed and agreed by staff :

Date :Sept 2011

Agreed by Governors :

Date : Oct 2011

This policy will be kept under regular review

BISHOP'S TACHBROOK C of E SCHOOL ANTI BULLYING POLICY

Statement of Intent

We are committed to providing a caring, safe, friendly environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Bishop's Tachbrook. If bullying does occur, all pupils should be able to tell and know that incidents will be thoroughly investigated and everybody will be held to account for their contribution to the situation so that it can be resolved.

Objectives of this policy:

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors and all staff should know what the school policy is on bullying and follow it when bullying is reported.
- As a school, we take bullying seriously. Parents should be confident that any allegations will be investigated
- Pupils should feel comfortable to be able to report and discuss any bullying.

What is bullying?

Bullying is the repeated use of aggression with the intention of hurting another person or deliberately provoking a reaction. Bullying results in pain and distress to the victim(s). Children and adults may be bullied about their race, appearance, sexuality, ability, differences, behaviour etc.

Bullying behaviour may be:

- Emotional- being unfriendly, excluding socially from games/ activities, tormenting, threatening etc
- Physical- pushing, barging, kicking, punching, intimidating gestures, deliberate invasion of close body space, hitting or use of any violence.
- Sexual- Unwanted physical contact or sexually abusive comments.
- Verbal- name calling, sarcasm, teasing, gestures, spreading rumours.
- Cyber- all areas of internet, such as email, chat room, mobile messaging, texts and misuse of associated technology.

NB- Bullying including cyber bullying which takes place outside school hours may also be investigated by the school as appropriate, because of the effect this can have on pupils in the School.

SEN/ DISABILITY BULLYING

Mencap research found that up to 8 out of 10 children with disabilities had been bullied at school. These children can be particularly vulnerable because of:

- Negative attitudes to bullying
- Negative perceptions of difference
- Poor memory of incident at a later date.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to find different ways of behaving.

Schools have a responsibility to thoroughly investigate the circumstances, ascertaining the truth of any allegations in order to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may indicate by their behaviour that they are being bullied. Adults should be aware of these possible signs which may indicate bullying and should consider investigating if a child:

- Is frightened of walking to or from school
- Begins to truant
- Becomes withdrawn
- Feels ill in the morning
- Starts stammering
- Stops eating
- Has unexplained cuts or bruises
- Begins to do poorly at school work
- Is nervous when internet/text messages arrive
- Continually loses money (to pay bully)
- Doesn't want to go on school bus/ public bus to school
- Becomes unreasonable
- Bullies own siblings

All of the above could indicate other problems but bullying should be considered a possibility and investigated if in doubt.

Procedures

To be followed by member of staff who is approached or reported to:

1. Interview the victim(s) and record the alleged facts
2. Interview the alleged perpetrator(s) and record their version of events
3. Discuss openly with any other witnesses or children involved
4. As far as possible reach an agreement of what has taken place
5. Encourage the child who has bullied to discuss and take responsibility for their actions
6. Suggest ways to make the victim feel happier
7. Try to ascertain what if anything has triggered the episode of bullying
8. Advise the victim about adopting appropriate assertive responses to bullying including telling immediately (next day may be harder for everyone to recall details).
9. Victim and bully meet together with investigating adult.
10. Agreed actions are reiterated to both parties and sanctions explained.
11. Alert teaching staff and midday supervisors; monitor closely for one week. Offer counselling from staff member or where appropriate from School counsellor. Continued monitoring.

Parents may be involved at any stage in the above process, as appropriate.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. If possible, the pupils will be reconciled.
3. In serious cases, loss of privilege, isolation during break/ lunch times, loss of playtimes over a period of days, or even fixed term exclusion may be considered.
4. Involve external agencies including school counsellor in supporting victim to boost self esteem and help develop strategies which minimise any recurrence.
5. Ensure SENCO informed of any SEN related bullying.
6. Seek advice from other agencies (CAMHS, School nurse, counsellor, Ed Psych) to identify appropriate strategies to assist victim.
7. Involve community agencies as appropriate if concerns outside school .

Prevention

At Bishop's Tachbrook, we will help children to prevent bullying. These methods may include:

- Reminding pupils to make the right choices at all times
- Signing a behaviour contract and writing a set of class rules
- Explaining the school's Christian values of Justice, Responsibility and Forgiveness
- Taking part in the "Taking Care" project & whole school use of "SEAL" materials
- Having discussions about bullying and why it matters
- Reading stories about bullying or have them read in assembly
- Display of appropriate signs that any bullying is not acceptable.