



Great Dunmow Primary School Anti-bullying Policy

Policy guidelines for preventing and resolving bullying

In this school we aim:

- to create an atmosphere where children, parents and staff feel happy and confident.
- for children, parents and employees to feel able to approach members of staff if they have concerns about bullying involving themselves or others.
- to take all concerns seriously and investigate the reported incident(s).
- for children to take responsibility for their own actions.
- to give children confidence to be assertive and be able to say “Don’t do that. I don’t like it.”

What is bullying?

Bullying occurs when a child is upset by the behaviour of another child or group of children. This behaviour occurs more than once and can take a variety of forms which may include:

- physical
- verbal
- emotional

Incidents of bullying can include:

- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching/kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising
- damaging school work
- damaging school/home equipment

It is not bullying when children have a one-off disagreement which is immediately resolved with (or without) adult intervention. However, if a child feels they are being bullied this must be dealt with as the perception of bullying can be distressing as actual bullying.

Possible Warning Signs

Pupils may be:

- scared to walk to and from school
- refuse to go to school
- concentrate less in class
- be reluctant to go out to play
- cling to adults in the playground
- begin hurting others for no apparent reason
- have unexplained injuries
- become withdrawn and distressed
- refuse to say what the problem is
- have possessions go missing regularly
- have nightmares
- give unlikely excuses to explain any of the above
- bed wetting

Prevention of bullying

We encourage a positive approach to the prevention of bullying through cross-curricular activities, assembly themes, circle time, personal, social and health education, citizenship and religious education.

We provide opportunities to:

- encourage children to talk about their feelings 'good' and 'bad' through:
 - stories
 - class discussions
 - assemblies
 - role play/drama
- use circle time (shared class opportunity for children and teacher to talk together) to build positive behaviour and promote self esteem.
- promote understanding of friendship through
 - co-operative work/play situations in and out of the classroom
 - links between year groups encouraging a caring attitude e.g. helping younger children in the dining hall, playground, finding their way around school, paired reading etc.
 - use of storybooks and poems that talk about and illustrate friendships
 - understanding of friendship through religious education syllabus – learning about yourself and others
- use playground equipment to give constructive activity during break times
- maintain a consistent approach to unacceptable behaviour by **all** members of staff
- treat all children fairly and equally (this extends our school equal opportunities policy)
- praise positive behaviour through school's reward system
- teach children to know what is acceptable/unacceptable behaviour in school and why

Incidents of bullying may be reported by:

- a parent/guardian of a child who is being bullied
- by a child who is being bullied
- by other children not directly involved in the bullying
- by a member of staff

Procedures to follow if an incident of suspected bullying is reported:

All claims of bullying should be taken seriously and investigated promptly.

If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed.

The member of staff should speak to the child/children involved. This may be on an individual or group basis depending on the teacher's/member of staff's interpretation of the incident. The member of staff involved should try to ascertain the true details by:

- taking the incident seriously
- keeping calm – never over-react but act with calmness and fairness, even while showing displeasure with the child's/children's behaviour
- listening to both/all sides of the reported incident
- reassuring the victim
- make sure that all parties involved understand what behaviour/action is being disapproved of and why
- being seen to treat all parties fairly and with a consistent approach
- trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent the reoccurrence of unwanted incidents

All suspected incidents of bullying should be reported to the **headteacher**. The member of staff involved and headteacher will decide whether parents should become involved.

If the reported incident is judged to be bullying then a copy of key details relating to the victim(s) and bully(ies) must go in the pupils' personal file. This report should include:

- who was involved
- where and when the event(s) happened
- what happened
- what action was taken
- how action was followed up

When incidents have been identified as bullying and a report has been made then parents of both parties should be informed and involved with the agreed course of action. It is important for school and home to work together as a team and be pro-active in dealing with the issue in a consistent manner. By working together bullying behaviour can be eradicated.

It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions re-occurring. On most occasions this will be from within the school and home. However on rare occasions outside agencies may need to be involved. This would initially be done through the Education Psychologist and must involve the child's/children's parents at this stage. In exceptional circumstances the Chair of Curriculum and Pupil Related Committee may become involved.

Resources for children, parents and staff, underpinning our ethos and approach to anti-bullying, are available from the Special Educational Needs Co-ordinator (SENCO).

Presented to/accepted by Governors on Review date