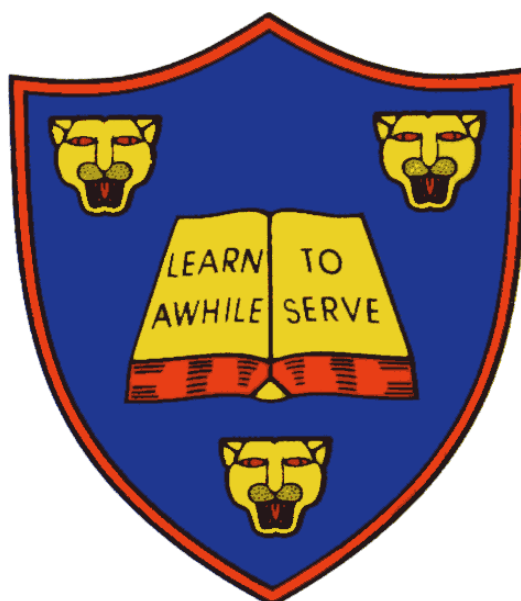


# STRATFORD PRIMARY SCHOOL



## Anti Bullying Policy

<b>Date adopted by Governors:</b>	<b>September 2017</b>
<b>Date for policy review:</b>	<b>September 2019</b>
<b>Person responsible for review:</b>	<b>Head Teacher</b>
<b>Signed by Chair of Governors</b>	<b>October 2017</b>

## STATEMENT OF INTENT

We are committed to encouraging positive working relationships, by providing a caring, friendly and safe environment for all our pupils to they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Stratford Primary. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. All children are to be treated with dignity and respect whilst at school.

## ANTI- BULLYING

How can I stop bullying (*Anti-bullying code*)

**Don't:** *Take part in the bullying*

**Don't:** *Get involved, tell an adult*

**Don't:** *Ignore bullying*

**Do:** *Listen if somebody tells you they are being bullied.*

**Do:** *Encourage them to tell an adult what has been happening or offer to go with them to talk to a teacher or an adult or offer to tell an adult for them.*

**Bullying is a continuous deliberate harassment or aggression which causes distress to an individual or a group. This can be either physical or psychological and can be inflicted by either one person or a group of people.**

Bullying may include a persistent repetition of one or more of the following:

- *Being hit, kicked, pinched, spat at or threatened*
- *Being called names continuously*
- *Being made a fool of*
- *Being teased continuously*
- *Being the victim of rumours or malicious gossips*
- *Having property destroyed or spoilt*
- *Having property taken without consent*
- *Being socially excluded*
- *Receiving racial taunts, graffiti and gestures*
- *Receiving unwanted physical contact or abusive comments*

## Objectives

- *To provide a welcoming, safe, secure environment for pupils in and around school.*
- *To bring pupils to an understanding of the difference between acceptable and unacceptable behaviour.*
- *To promote responsible behaviour and self-discipline throughout the school*
- *To encourage pupils to respect themselves, fellow members of the community and property.*
- *To ensure our pupils believe in democracy and respect all voices in society, no matter what their faith or belief.*
- *To educate against prejudices.*
- *To provide sensitive and immediate support for pupils who are distressed by the actions of another pupil or pupils.*
- *To provide appropriate support for the bully in adapting their behaviour.*

## Procedure

When a member of staff becomes concerned or is made aware that bullying may be taking place, it is immediately shared with all members of staff and minuted in the Behaviour Book in the headteacher's office. It is then followed up in the following way:

- *All pupils involved are monitored by staff and the class teacher gathers monitoring evidence.*
- *The evidence is shared with parents.*
- *If concerns are not substantiated no further action is taken.*
- *However, substantiated incidents will be discussed with a senior member of staff and the parents of the pupils involved.*
- *Class teacher, senior member of staff and parents work together to implement strategies to resolve the situation (see below)*
- *Strategies are monitored by the class teacher and senior member of staff.*
- *Strategies and minutes of meetings are kept in the Behaviour Book in the headteacher's office.*

## Strategies to resolve issues of bullying

Strategies employed will be appropriate to the incident being monitored and will include one or more of the following: Both the victim and the bully will be given support in order to resolve the situation and bring about significant change.

- *Obtaining an apology from the bully / bullies to the victim.*
- *Providing opportunities for mediation meetings between the bully and the victim.*
- *Imposing sanctions against the bullies (see behaviour policy)*

- Sometimes the victim (with support from a teacher) may decide the sanction
- Insisting on the return of the “borrowed” or stolen items
- Holding lessons, class or group discussions, assemblies about bullying.
- Implementing a series of circle times.
- Providing a safe place / environment during school hours for the victim as appropriate.
- Encouraging the bully to change his / her behaviour with guidance and support.
- In cases of extreme bullying, advice will be sought from support services and fixed term exclusion will be considered.

## Staffing and Supervision

We have high expectations of behaviour at Stratford Primary and staff routinely take an active interest in the behaviour of all pupils both in the classrooms and around the school. We foster a culture of shared responsibility, everyone working together for the wellbeing of our pupils. Together we strive for best practices and believe that through our high level of commitment the children are well supervised at all times. We supervise movement around the school and have two adults on playground duty. A member of the Senior Leadership Team will regularly join pupils on the playground to monitor behaviour and support vulnerable pupils.

## Preventative Measures

- In order to prevent bullying the following measures are taken:
- All staff are vigilant and observe behaviour and social relationships between pupils in class, at break times and when moving around the school.
- All staff recognise that they have a collective responsibility to all the children in the school.
- Staff will immediately share concerns with other staff if they suspect an incident of bullying and begin the process of monitoring those concerned.
- All staff act as role models and establish high standards of behaviour between themselves, showing courtesy to each other, visitors and the children.
- Lessons are structured so that children are grouped in a variety of ways
- Children are encouraged to tell a member of staff if they have a concern.
- Posters to encourage respectful behaviour are displayed around the school.
- The School Council regularly survey pupils to gain an understanding of how safe they feel.

## Further Information

- If a parent becomes involved they are offered the “Say No to Bullying”, a handbook for parents from Future Link Publishing.*
- It is not bullying when two children of approximately the same age and strength have the occasional dispute.*
- Each incident will be treated with the utmost respect for all concerned and dealt with sensitively by staff.*
- Governors are kept continually informed regarding behaviour within school.*

## Signs and Symptoms

A child may indicate by signs of behaviour that s/he is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to perform poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

**THESE SIGNS AND BEHAVIOURS COULD INDICATE OTHER PROBLEMS, BUT BULLYING SHOULD BE CONSIDERED A POSSIBILITY AND SHOULD BE INVESTIGATED.**

## Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

This image shows a full page of primary-ruled paper. It features multiple sets of three horizontal dashed lines, which are commonly used in elementary school writing practice to guide letter height and placement. The lines are evenly spaced across the entire page, providing a template for handwriting exercises. There is no text or other markings on the paper.