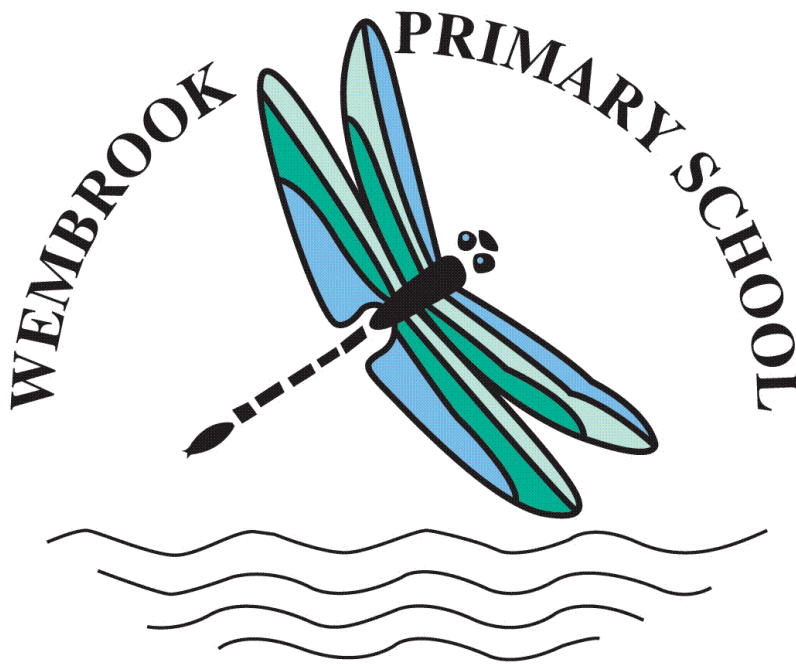


Bullying Policy



Signed:

Bullying

Definition and Statement of Intent

“Bullying is a wilful and conscious desire to hurt another person by words or actions. Bullying is not an isolated event, bullying is when the occurrence happens on a regular basis, when it is persistent”

We are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. 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.

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 learn different ways of behaving.

Examples of bullying include:-

- physical - hitting, kicking, taking belongings;
- verbal - name calling, insulting, spreading rumours;
- indirect - spreading nasty stories about someone, excluding someone from social groups;
- racial - racial taunts, graffiti, gestures;
- emotional - being unfriendly, excluding, tormenting;
- sexual - unwanted physical contacts, sexually abusive comments

Bullying is not when two people have an occasional fight or disagreement.

In terms of this school all children deserve to be educated free from humiliation, aggression and abuse. Bullying is detrimental to the ethos of our school and against everything we are working towards.

Signs and Symptoms

At Wembrook we consider the possibilities of bullying when we become aware a child is showing the following signs:

- is frightened of walking to and from school;
- changes their normal routine;
- is unwilling to come to school, or truants;
- becomes withdrawn or anxious;
- starts stammering;
- threatens suicide or runs away;

- cries themselves to sleep or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- has unexplained cuts and bruises;
- is frightened to say what's wrong.

Strategies to Combat Bullying

Positive Strategies in use at our school

Bullying is a common concern for all at the school so that staff, parents, governors and children can be seen to be working together to counteract bullying. To enable a consistent approach the following actions are taken.

- Lunch- time supervisors receive initial and on going training and instruction.
- Incidents are logged in mid-day supervisors logbooks and reported to their senior supervisor / class teacher.
- Assistant/Deputy/Head teacher may be involved and will follow procedures as indicated on the behaviour policy.
- PSHE includes work on bullying. It also teaches children to play co-operatively, know right from wrong, find out about rights and responsibilities, to realise they don't lose face if they apologise and to examine their own behaviour.
- Spiritual, social, moral and cultural education helps to develop good values.
- Regular school assemblies reinforce the message that bullying is hurtful and unacceptable.
- Parents are encouraged to come into school and express their concerns at all times.
- Staff will identify potential victims and in the case of suspected bullying a child watch may be put into operation at break and lunch time.
- In repeated or more serious cases parents will be informed.

What does this policy mean for:-

Teaching Staff

Teachers must be prepared to: -

- take the time to listen to children and take them seriously;
- look out for possible bullying behaviour and be aware of possible hotspots e.g. toilet areas, secluded areas in playground etc.;
- follow PSHE guidelines and teach positive behaviour;
- implement rewards and sanctions quickly;
- examine our own behaviour to ensure we are not bullying pupils, colleagues etc.;
- encourage collective responsibility through circle time and class discussions;
- make sure everything we do gives the message “bullying is not acceptable”.
- inform parents as necessary;
- involve the Racism Co-ordinator when verbal bullying is of a racial nature.

Mid Day Supervisors

Mid Day Supervisors need to:-

- be prepared to take the time to listen to children and take them seriously;
- be prepared to deal with the situation in a fair, non-aggressive manner or not to pre-judge situations;
- carry out rewards and sanctions;
- report any possible victims and bullies to senior dinner supervisor;
- keep a record of conversations or complaints of bullying in log books;
- examine their own behaviour to ensure they are not bullying pupils or colleagues;
- encourage collective responsibility to the problem;
- make sure everything we do gives the message “bullying is not acceptable”;
- involve racial coordinator when verbal bullying is of a racial nature.

Parents

Parents should:-

- contact school if they are aware or suspect bullying is taking place;
- not be aggressive or bullying with the possible bully, parent or school staff;
- not encourage your child to be aggressive as a form of retaliation;
- support and work with the school in the actions taken and remember changing of social skills and attitudes takes time;
- be a good role model to children;
- make sure everything we do gives the message “bullying is not acceptable”.

- Use the right terminology and understand that an isolated incident is not necessarily bullying.

Pupils

Pupils should:-

- trust staff to take action if they are being bullied;
- be aware of rewards and sanctions and understand actions will have consequences;
- tell staff if they are being bullied or a friend is being bullied;
- do not stand back, laugh or do nothing if they see bullying taking place;
- be helpful and kind to others at all times;
- apologise and accept sanctions if found bullying;
- understand that “bullying is not acceptable”.
- Use the appropriate words and understand that an isolated incident is not necessarily bullying.

Governors

Governors should:-

- make sure they understand and know about the bullying policy;
- support staff in its implementation;
- take an active role in the review and maintenance of the policy.