

## **St Mary's School, Truro**

### **ANTI-BULLYING POLICY**

Bullying takes many forms, it can best be defined as a persistent, wilful, conscious desire to hurt, threaten or frighten someone else. It may be insidious or overt.

Bullying can be:

- Physical – punching; kicking; pinching; pushing; interfering with property.
- Psychological - name calling; spreading rumours; exposure to extremist hate terms; racist or derogatory language.

All staff will be actively involved in the prevention of bullying, in preventing radicalisation and in dealing with any incidents that occur.

Issues of bullying and radicalisation will be dealt with through the PHSE Curriculum, throughout both Key Stages. Children should be taught what the term 'bully' means and should know which activities and types of behaviour can be described as bullying.

They should be encouraged to explore their feelings about bullies and to identify why bullying is wrong.

Teachers will discuss issues as they arise, with groups or with the whole class. They will also use stories, drama, circle time etc to address the issues concerned.

Consistency is important, everyone, children, staff and parents need to know what is unacceptable behaviour. If children feel that they are being bullied they will be encouraged. :

- not to keep it to themselves
- talk to someone they can trust - any member of staff
- be honest - ask themselves if their own behaviour has upset others, or contributed to the problem

Children who are being bullied need to be given strategies to help them cope until the problem can be completely resolved.

Action to deal with bullying may contain some or all of the following:

- A sincere apology from the bully to the victim
- Discussion with the bully - why has the incident occurred?/Any worries, concerns at school or home which could be the root of the bullying?/Advice on how to socialise and make friends/Raising self esteem
- A mentor chosen for the bully to speak to - may not necessarily be the class teacher.
- Keep a diary.
- Worry eater/box to be introduced.
- Draw and talk sessions.
- Parents contacted at the beginning, and then kept informed with progress
- Incidents to be recorded
- Targets set for achievement in the classroom and/or playground
- Behavioural contract drawn up, negotiated with the bully and discussed with the parents. A date set for review
- Advice sought from EBD Advisor
- Temporary exclusion

At our school we use a 5 stage approach.

**OUR POLICY WILL REQUIRE A CONSISTENCY OF APPROACH:**

**Stage 1**

Parent, child, someone informs the school of the problem.

Class teacher meets with all children involved and explains seriousness of problem and agrees strategies to sort problem. (Keep notes).

Class teacher feeds back strategies agreed to informing parent.

Class teacher alerts all staff (especially midday) to the problem and monitors.

Class teacher informs appropriate Senior Leader.

End of week, teacher meets with all children again to discuss progress.

A range of strategies will be trialled at this stage with regular end of week feedbacks.

If problem persists:

**Stage 2**

Class teacher meets parents of all children involved individually and explains issues and agrees ways forward. (Record of meeting cc. to Senior Leader and Head Teacher) - fill in sheet for file.

Class teacher meets with all children involved and discusses agreed way forward. (Keep notes).

Previous alerting and monitoring repeated.

End of weeks procedures repeated.

Progress reported to all parents (records kept and cc).

A range of strategies will be used at this stage.

If problem persists:

**Stage 3**

Senior Leader and class teacher meets with all children and explains seriousness of problem and agrees way forward (keep notes).

Senior Leader and class teacher meets parents of all children involved individually and explains issues and agrees ways forward. (Record of meeting cc. Head Teacher).

Previous alerting and monitoring repeated.

End of weeks procedure repeated with Senior Leader and class teacher.

Progress reported to all parents (records kept and cc.)

If problem persists:

**Stage 4**

Deputy Head Teacher and Senior Leader meets with all children and explains seriousness of problem and agrees way forward (keep notes).

Head Teacher meets parents of all children involved individually and explains issues and agrees ways forward. (Record of meeting cc. Senior Leader and Deputy Head Teacher).

Previous alerting and monitoring repeated.

End of weeks procedures repeated with Senior Leader and Deputy Head Teacher.

Progress reported to all parents (records kept and cc).

If problem persists:

**Stage 5**

Head Teacher and Deputy Head Teacher meets with all children and explains seriousness of problem and agrees way forward (keep notes).

Head Teacher meets parents of all children involved individually and explains issues and agrees ways forward. (Record of meeting cc. Senior Leader and class teacher).

Previous alerting and monitoring repeated.

End of weeks procedures repeated with Head Teacher and Deputy Head Teacher.

Progress reported to all parents (records kept and cc).

Other strategies including exclusion considered.

This school is firmly committed to equality and diversity.

Other than within the limited exceptions allowed for in legislation - this school will not discriminate against children or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

Signed .....

Dated

.....

(Chairman of Governors)

Signed .....

Dated

.....

(Headteacher )