



POLICY NAME:	Behaviour and Discipline Policy
Frequency of review:	Every two years
Reviewed On:	February 2017
Reviewed By:	Karl Brown
Next review (date):	Spring 2019

Morley Memorial Primary School Tackling Bullying Policy

“Do tell - Do listen”

This should be read and used in conjunction with the school behaviour policy.

This school wishes to create an ethos in which no child or adult should feel that they are being bullied and where anyone who is bullying another will have that behaviour challenged.

What do we mean by bullying?

Bullying is typically repeated aggression or intimidation, either physical or verbal, which is intended to cause hurt to another. The hurt can be physical or psychological; inflicted by an individual or a group.

How do we prevent bullying?

Bullying cannot thrive in an ethos where victims tell as soon as it starts to happen. It is equally important that all members of the school community are alert to the possibility of bullying and refuse to condone it by ignoring it when they see it happening to others. The PSHE curriculum includes regular opportunities for pupils to discuss and consider the effects of bullying and to help pupils develop strategies to cope should it ever happen to them.

Strategies used to prevent bullying

Enhancing whole school awareness

- education of whole school - common understanding of bullying.
- planned and agreed responses from staff - discussed regularly at meetings at every level

- regular inclusion of work concerning bullying within PHSE curriculum
- displays at open evenings etc
- involvement of Governing Body in maintaining anti-bullying policy
- use of and participation in national initiatives eg Anti-Bullying Week

Enhancing communication within whole school community

- Use of incident report forms for teaching & non-teaching staff to pass on information about incidents
- encouraging two way information between home and school
- Conduct regular pupil voice activities with regards bullying

Reduction in opportunities for bullying

- planned lunchtime activities
- consideration of physical layout of school grounds, closer monitoring or adaptation of areas identified by children as problem areas
- teaching assertive behaviour
- developing positive playground culture - respect for all supervisors, staff, visitors, Peer Mediation
- addressing verbal abuse
- regular monitoring and follow up by staff of previous incidents of bullying

How do we know when someone feels they are being bullied?

Someone who is being bullied may be physically hurt, may be fearful and seem stressed. S/he may have a low self esteem and may seem lonely and isolated. S/he may have begun to bully others or s/he may hide her/his feelings. The different ways in which bullying can be manifested include:

- verbal abuse - either direct or indirect, including name calling, teasing, cussing, whispering, jeering
- intimidation - looks, notes, threats, bribery, spying
- extortion - of possessions or food
- physical personal attack - pushing kicking etc.
- emotional abuse - putting someone down/humiliation
- causing stress & fear, sense of hate/contempt
- destruction of or hiding someone's property, stealing
- exclusion and isolation from social activities
- personal abuse - highlighting any aspect of the individual, including fashion, ethnicity, size, social background, disability etc
- racism
- attacking high/low achievement

What do we do if someone is being bullied?

Decide whether it appears to be a minor incident which you can deal with, or whether it needs to be dealt with by a more senior member of staff. If, after initial investigation, you feel it may be more complicated than you at first thought, you need to refer it on to a more senior colleague.

Bullying behaviour will be recorded in class Behaviour Logs, in accordance with the School Behaviour Policy.

In addition, all incidences of bullying must be recorded on an Incident Log Form, which will be kept on record by the Headteacher. This record is vital in monitoring patterns of behaviour and will be used if more serious sanctions such as exclusion are to be investigated.

Investigative discussion:

- acknowledge incident, explain intention to understand what happened and seek a satisfactory resolution
- consider whether a 'cooling down' period is required before the discussion can take place
- talk to the children involved away from the others
- listen openly and non-judgementally
- ask each child to give his/her account in full, ask children to listen carefully to each other in turn
- find out what preceded the incident
- get children to consider their own and each others' feelings
- check with children concerning - has understanding been reached, has discussion led to resolution, is that enough?

Context of discussion:

- adult must be fair & a balanced listener therefore children need to take turns
- adult must have an intention to resolve which is clear to the children
- must encourage co-operative behaviour
- sometimes before a rational discussion can take place a cooling down period is necessary

Follow up

It is important to help the victim and the perpetrator

- opening out the problem to others
- sharing feelings between both parties
- developing strategies for co-existence
- getting others to look after the victim
- helping the victim to develop self confidence and strategies for increasing assertiveness through PSHE programme
- strategies outlined in our behaviour policy should be used to help children whose behaviour has been unacceptable to reconsider their actions and display more positive behaviour in the future.

Who needs to know?

If behaviour does not change, or if any party remains concerned, the matter should be referred to the Key Stage Leader / deputy / headteacher **or the member of the Senior Leadership Team with responsibility for behaviour**. Whoever takes over needs to consider the action taken so far & follow through. Each person has

a responsibility to be supportive & deal with the matter in a thorough & sympathetic manner.

What should be done if the bullying persists?

If behaviour doesn't change, or if any party remains concerned, the matter should be referred to the phase co-ordinator/deputy/headteacher. Whoever takes over needs to consider the action taken so far & follow through. Each person has a responsibility to be supportive & deal with the matter in a thorough & sympathetic manner.

Roles of Senior Staff

Deputy Head/Key Stage Leader / **member of the Senior Leadership Team with responsibility for behaviour** may take action from the following, or other appropriate measures;

- more formal meeting as soon as possible.
- contract with the child (i.e. another chance).
- acts as mediator.
- affirming expectations, supporting class teacher.
- refer back to class teacher to implement any agreed action.

Headteacher/ Deputy Head may take action from the following, or other appropriate measures;

- will discuss with staff previously involved and confirm steps of action taken.
- see children involved, may see victim & perpetrator together.
- may discuss with child's class.
- will talk to parents.
- may discuss with Inclusion Coordinator, involve outside agencies.
- in extreme cases may exclude child for a fixed period.

If at the end of this process the problem is still unresolved there is recourse to the complaints procedure (children) or the grievance procedure (staff), copies of which can be obtained from the school office.

What sanctions are available?

Because the circumstances in each case are different, as a school, we feel that staff need to exercise their professional judgement when dealing with each incident.

Sanctions should, whenever possible, be linked to the incident. Behavioural support & prevention needs to run alongside (& before) these ideas.

Sanctions may include;

- miss break (part or whole).
- miss lunch break.
- miss week of breaks.
- miss lunch break or activity for a week.

- go home for lunch (lunchtime exclusion).
- missing a favourite activity in class.
- incident to be written down, signed & dated.
- missing the next class visit.
- providing children with space/time on their own.
- time out of own class.
- bystanders may need to be involved in sanctions if they did not act to prevent bullying (i.e. telling member of staff discreetly).
- telephone/letter to parent.
- send to phase Key Stage Leader/deputy head/head or the member of the Senior Leadership Team with responsibility for behaviour

Sanctions will be recorded in class Behaviour Logs, in accordance with the School Behaviour Policy.

Bystanders may need to be involved in sanctions if they did not act to prevent bullying (ie telling member of staff discreetly) Some bystanders will deliberately make things worse.