



Shoreham Village School Anti-Bullying Policy

Ratified by Governing Body

Signed:

Chair of Governors

Date: June 2023

To be reviewed: June 2025

Shoreham Village School Anti-Bullying Policy

Objectives of this Policy

Shoreham Village School Anti-Bullying Policy outlines what Shoreham School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

This Policy is to be read in conjunction with the School Behaviour and Discipline Policy. It will be reviewed at least annually and in the light of any changing circumstances.

1. OUR APPROACH TO BULLYING

Bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this Policy contains guidelines for all members of the school community.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt. Bullies make life miserable for many children.

Although resolving conflict by resorting to fighting is not acceptable, it is not necessarily bullying if two pupils of equal power and strength fight or quarrel.

2. DEFINITION OF BULLYING

2.1 The following is the DfE definition of bullying:

- a) It is deliberately hurtful behaviour.
- b) It is repeated over a period of time.
- c) It is difficult for those who are being bullied to defend themselves.

2.2 Bullying can take many forms but the three main types are:

- a) physical: hitting, kicking, taking belongings.
- b) □verbal: name-calling, insulting, racist remarks.
- c) indirect: spreading unpleasant stories or excluding someone from social groups.

3. AIMS

- a) We aim to prevent bullying at Shoreham Village School.
- b) We aim to raise pupils awareness of bullying behaviour and the school's Anti-bullying Policy.
- c) We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- d) We aim to improve the play facilities so that we provide an interesting and stimulating environment for pupils that can be easily supervised.

4. REASONS FOR BEING A VICTIM MAY BE:

- a) race/sex/background.
- b) new child in school.
- c) child with family crisis.
- d) Disability.
- e) timid children who may be on the edge or outside a group.

5. REASONS FOR BEING A BULLY MAY BE:

- a) Victim of violence.
- b) Bullied at home.
- c) Enjoyment of power/creating fear.
- d) Not allowed to show feelings.
- e) Copying behaviour at home or on tv.
- f) Unhappy.

- g) Insecure (coward at heart).
- h) Self hating.

Bullying occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and adults.

6. GENERAL STATEMENTS ABOUT BULLYING

- a) Boys often bully younger children of both sexes.
- b) Girls often use verbal abuse and ostracise from peer group – usually to other girls.
- c) Some victims are also bullies.
- d) Some victims are treated as culprits.
- e) Onlookers are condoning bullying and become part of that bullying.

7. EARLY SIGNS OF DISTRESS

- a) Withdrawn.
- b) Deterioration of work.
- c) Spurious illness.
- d) Isolation.
- e) Desire to remain with adults.
- f) Erratic attendance.
- g) General unhappiness/anxiety/fear.
- h) Late arrivals.
- i) Bed wetting.
- j) Cry themselves to sleep.
- k) Unexplained cuts, scratches, bruises.
- l) Unexplained missing possessions.

8. FRAMEWORK FOR ANTI-BULLYING CAMPAIGN

8.1 Prevention is better than cure so at Shoreham Primary School we will:

- a) Be vigilant for signs of bullying.
- b) Always take reports of bullying seriously and investigate them thoroughly.

8.2i. Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

Each class teacher should:

- a) Use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it.
 - b) Use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with bullying.
- ii. If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.
- iii. A record must be kept of the incident – date – time – place – names of children involved and their accounts of what happened. Older pupils may be able to write these themselves.
- iv. Serious incidents must be reported to the Headteacher or a member of the senior management team.

8.3 Persistent bullies will have a fixed term exclusion imposed and, in very serious cases, will be permanently excluded. (For procedures see Behaviour Policy.)

8.4 **Duty staff should:**

- a) Ensure pupils are supervised at playtimes and lunchtimes.
- b) Patrol secluded areas such as toilets, corridors, and cloakrooms.
- c) Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- d) Investigate every allegation of bullying.
- e) Encourage children to use the play equipment and quiet areas around the school.
- f) Make use of the "Buddy" system and Playground Ambassadors.
- g) Encourage children to use Playground Ambassadors.

8.5 **Parents:**

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken. Involvement of parents at an early stage is essential. If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement – e.g. behaviour support service. Parents will be kept informed at all stages.

9. MONITORING

In light of this Policy the senior management team will continually monitor the behaviour throughout the school. After twelve months the effects of this Policy will be evaluated through consultation with all the parties involved, i.e. children, parents, staff and Governors. Agreed changes to this Policy will then be incorporated as necessary.

10. APPENDICES

1. Circle time.
2. Offensive language letter.

Appendix 1

CIRCLE TIME

Circle time is class discussion on a more formal basis when the teacher may ensure that all children have an opportunity to speak and that their contribution is valued. How circle time is organised in every class is left to the teacher's discretion but it is important to have circle times regularly (i.e. at least once a week) and to limit the time available for discussion to ensure that participants don't ramble on! Circle time could be used at the end of the day to discuss the progress of a small group of pupils. Issues can be raised naturally but also there is room for set topics to be discussed at a given time e.g. behaviour at play-time.

Circle time has an obvious role to play in the National Curriculum as an opportunity for speaking and listening, and as fulfilling an essential part of the spiritual and moral development of young people.

Circle time can provide a forum for discussion of important issues; relationships, equal rights, friendship, freedom, justice, and acceptable behaviour.

Circle time brings together the teacher and children in an enjoyable atmosphere of co-operation. It is a time set aside when children and their teacher sit together and may take part in games and activities designed to increase self awareness, awareness of others, self esteem, co-operation, trust and listening skills. The activity helps everyone to understand what is important to them and their friends. Children become more able to express their feelings and it encourages greater tolerance.

Appendix 2

OFFENSIVE LANGUAGE LETTER

Child's Name Date

Dear Parents

OFFENSIVE LANGUAGE IN SCHOOL

Recently we have had a spate of unpleasant language being used in school by a small group of children. I have spoken to all our children about this subject and have told them that not only are they letting themselves down but their parents also. I have warned them that should there be any further incidents, then their parents will be told.

Your child today said:

He/she has written above the words that they used. I know that you will be as disappointed as we are. I would appreciate it if you would talk to your child, making it clear that in a civilised society such words are not to be used because they are offensive to those who hear them.

Thank you for your support.

Yours sincerely

Headteacher