

## **ALBURY PRIMARY SCHOOL**

### **ANTI BULLYING POLICY**

The aim of Albury Primary School is to provide a safe and stimulating environment for learning in which all members of our school community are able to develop a sense of self-worth, responsibility and fun, fulfilling their potential within a caring Christian community.

#### **INTRODUCTION**

To combat bullying, each member of staff, governors and parents must be aware of the school policy – this is the responsibility of the Headteacher. We use our school prospectus to inform parents that bullying will not be condoned.

#### **Definition**

Bullying is a continuous pattern of behaviour by one person towards another which is designed to hurt, injure, embarrass, upset or discomfort that person. It can be:

- physical aggression
- the use of put down comments or insults
- name-calling
- damage to the person's property
- deliberate exclusion from activities
- the setting up of humiliating experiences, spreading rumours.

#### **Our Aims and Strategies**

Our aim is to prevent bullying. We aim to:

1. Publicise the fact that bullying will not be condoned at Albury. Use our prospectus, home-school-child agreement, governors, newsletters – as appropriate – to inform parents of our policy.
2. Educate our children to understand what constitutes bullying and the skills to deal with it; that is, to enable them to be tolerant and assertive – see Appendix A – Assertiveness Training for Victims and Stand Up for Yourself.
3. Make children aware that knowing about bullying by or to others and doing nothing is unacceptable. This forms part of our home-school-child agreement.
4. Use drama, role play, discussions, stories, as part of our normal curriculum, especially PSHE&C incorporating circle time, and assemblies, to do this.
5. We must listen to the children and seriously consider what they say. We need to encourage children to confide in us, and their parents, therefore liaise with parents where appropriate, and provide many opportunities for children to talk privately to staff members.

6. Use strategies to make new pupils in a class feel at home 'special' friend, and strategies to make new pupils in school feel at home – 'buddying' – see Appendix B – The Buddy System.
7. Be watchful and observe the social relationships developing in a class – notice any potential problems.
8. Ensure that there are no 'unsafe' areas in the school. Ensure supervisors can see all areas where children play. Ensure MSAs are informed of any bullying incidents.
9. Investigate why a child is reluctant to go out to play.
10. Encourage children to play outside in a co-operative way.

#### **IF BULLYING OCCURS:**

1. Believe the child who says he/she is being bullied and investigate the incident.
2. Publicise the fact that all allegations of bullying will be investigated.
3. All incidents must be reported to the Headteacher who will interview the children involved individually and log incidents in the Incident book kept in the Headteacher's office.
4. Talk to the bully and tell him/her that this behaviour will not be tolerated. If necessary privileges are withdrawn – such as dinner time or morning play.
5. If this bullying persists, the Headteacher will involve the children's parents (both victim and bully) to work with them to develop strategies to use.
6. A close watch will be kept on both the bully and the victim and the victim will be given ample opportunity to report any further incident in private to named adults.
7. Class teachers are made aware of victims, and children who have been bullying and the nature of their behaviour to inform planning for PSHE&C teaching, classroom and playground management. The MSAs will also be fully informed by the Head. Bullies will be helped by being taught social skills by the class teacher. The class teacher will be supported by the Head and the MSAs as well as peers and role models, to be able to do this.

#### **HOW WE MONITOR AND EVALUATE THIS POLICY:**

We will know if this policy is working by:

Specifically:

- (a) the victim is no longer being bullied – as evidenced verbally i.e. able to articulate positive feelings, and by positive behaviour e.g. happy, smiling, willing to participate in activities, good attendance, self esteem is high
- (b) the bully is no longer bullying, self esteem is high

Generally:

- (a) Children are tolerant and assertive and well informed as to strategies to combat bullying

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(b) The incidents of bullying are being reduced

In KS1 circle time discussions are used as a monitoring tool, and in KS2 a termly bullying audit is also carried out to see if situations have improved.

## **Appendix A**

### **Assertiveness Training for Victims**

We want to teach children positive ways of dealing with conflict situations which they are faced with in everyday life.

In our school we teach these skills through role play from the point of view of the victim and the bully.

We teach them to....

- State clearly what we don't like "I don't like it when you .... kick me .... and I'd appreciate it if you'd stop thanks very much.
- "I don't talk to you like that and I'd appreciate it if you'd stop talking to me like that, thanks very much."
- Speak in a firm, not angry voice.
- Look in their eyes firmly (but not in a threatening way.)
- Stand tall – (body language is important).
- Stay in control of themselves.
- Walk away (not run) from the situation and towards an adult if necessary.

These skills do need to be taught and practised. Most children do not find it easy.

The bully is looking for a very different response from the victim and it usually diffuses the situation in our experience.

## **The Buddy System**

At the start of the autumn and spring terms, Reception children new to Albury are introduced to the rest of the school by the Head teacher during an assembly time. These children are then paired with a child in Year 6 or Year 5 i.e. given a “buddy” or partner.

Our buddy system has two main benefits; firstly to settle the newcomer into life at Albury and also to provide the older child with an opportunity to be a good role model. This raises self-esteem in much the same way as being a monitor provides the opportunity to respond to responsibility. Primarily, the older child helps the younger to find their way around the school, become familiar with routines and systems, understand the expectations for behaviour and know who to ask for help. Lunch time routines, where to go if they fall over, how to come into and leave assembly, how to walk around the school, where to sit in assembly and how to listen carefully are all examples of ways the ‘buddies’ help the new children.

The buddy system also helps ensure that no child is isolated in the playground at break or lunch times. Everyone should have someone to play with or talk to.

This system builds on the positive and caring ethos of Albury and we have found it to be really worthwhile.