

ANTI-BULLYING POLICY

Children's Rights and Responsibilities

Everyone has the right to be safe, happy, respected and to be able to reach their full potential.

Bullying in any form is not allowed or tolerated. Bullying is the persistent abuse of power over someone else, whether physical or emotional. Examples could be:

- a) Physical bullying (hitting, kicking, etc.)
- b) Name calling, teasing and taunting (including disability)
- c) Intimidation of any kind
- d) Extortion (taking snacks, lunch money, deliberately damaging another's school work or equipment).

All members of the school community should feel able to report concerns/worries. (To an adult, via a friend, worry box in class, via parents) These issues are explored in assemblies and through the curriculum. (SEAL/PSHE)

When someone is bullying this procedure should be followed:-

1. Class teacher and Head Teacher should listen carefully to both parties and record incident.
2. The victim should be offered immediate support, maybe with an assigned person to talk to. Efforts should be made to reassure the child that it is right to tell and that the matter will be handled discreetly and sensitively.
3. The incident should be discussed with the bully. The unacceptable nature of the behaviour and the consequences of any repetition should be made clear to them. (See Positive Discipline Policy)
4. Opportunities to raise the self-esteem of the bully should be examined and discussed fully with him/her.

As teachers, there are positive steps that we can take to combat bullying:-

1. Involve all staff including non-teaching staff in the discussion and implementation of the anti-bullying programme.
2. Provide opportunities for pupils to discuss bullying in role play situations.
3. Raise esteem of bullies through activities which are designed to improve their social skills.
4. Advise parents on how they are able to help their children.
5. Devise ways of rewarding non-aggressive behaviour.

6. Tackle everyday racist and sexist language.

Some Useful Children's Books

No More Bullying	Rosemary Stone
Willy the Wimp	A. Broome
The Eighteenth Emergency	B. Bryers
The Diddakoi	R. Godden
Nine O'clock Bell, Poems about School	R. Wilson

TEACHERS' RIGHTS AND RESPONSIBILITIES

In order to ensure continuity of approach to all people within the School community and to enable everyone to feel secure, trusted, trusting, honest and open; we as staff will take the following corporate approach towards each other, pupils, parents and property:

- i. Provide a stimulating learning environment with a curriculum to meet the needs of the children.
- ii. Make school a good place to be.
- iii. Take care of property.
- iv. Accept and follow all school rules.
- v. See that the Discipline and behaviour policy is consistently implemented.
- vi. Treat all children consistently and fairly.

As teachers we have a right to:-

- a. Be an individual at school.
- b. Be respected and treated with kindness.
- c. Expect our property will be safe.

As a school we aim to work in partnership with parents and carers. There are many ways in which parents/carers are able to help and support us:-

PARENTS' RIGHTS AND RESPONSIBILITIES

Responsibilities

1. To enable their child to start each school day, calmly, punctually, and prepared for a day's work.
2. To encourage their child to be as independent as possible, dealing with their own belongings, coats, lunchboxes, letters, etc.
3. To inform staff of any changes in the home circumstances which will affect the child's feelings of security, calmness and stability.
4. To inform staff of any medical conditions that may affect their child's approach to learning.
5. To communicate with their child's class teacher when there is a difficulty or concern which has upset their child. All problems can be seen from two viewpoints. It helps staff to deal with difficulties in a professional and fair manner, when they know that parents can discuss the issue calmly and objectively.
6. Parents have a responsibility to support the school, especially when the staff are trying to deal with a difficulty in learning or behaviour.

Rights

(Legal rights)

1. Parents have a right to know how their child is progressing in terms of their social and academic education.
2. Parents have the right to receive a written report each year.
3. Parents have the right to view any records that have been written about their child. (The school must be given prior notice.)
4. Parents have the right to be consulted before any outside agency is approached concerning a child's progress. They should be kept informed throughout the process.

Expectations

1. They have the right to expect that their child will be safe and happy at all times.
2. They have the right to expect that their child will be given an opportunity to develop to their full potential.
3. They have the right to expect that any difficulties will be dealt with professionally, effectively and sensitively.
4. They have the right to feel welcome and involved in their child's education.
5. They have the right to know how they could voice concerns/complaints, who to see, when to see them, and what to do if they are still unhappy about the situation.

Reward Systems

Our reward systems presently include:-

1. Use of praise.
2. Giving reward stickers.
3. Showing work.
4. Public presentations.

Some General Principles

1. Be generous with Key Stage 1 and more discriminating with Key Stage 2.
2. When dealing with particular pupils – praise may be more effective if delivered privately rather than in public.
3. Praise consistently if you can.
4. Begin lessons on a positive note.
5. Try to 'Catch the Child Being Good'.
6. Specify the reasons for your praise.
7. Be genuine!

Managing Unacceptable Behaviour

As a staff, we have agreed to be productive in our dealings with everyday problems/niggles through preventative strategies such as distracting, diverting, discussing, praising, warning, changing activities and looking for the good.

As Teachers we can aid this through:

- a) Being flexible

- b) Making positive beginnings to lessons
- c) Verbal and non verbal communication

It was felt by staff that simple procedures were required to deal effectively with minor and major misdemeanours.

Some positive strategies can be used to deal with unacceptable behaviour:

- a) Discussing the problem with the child/children
- b) Deciding on some positive strategies/actions with the child/children.
- c) Consulting with parents/ other professionals.
- d) Planning work to suit the needs of individuals.
- e) Regular monitoring and support for the implementation of the agreed action.

Playground Behaviour

We aim to promote good behaviour at lunchtime by:

- a) Using the quiet playground to encourage calm activities-drawing, games, reading etc
- b) Organised game sessions. Midday supervisors organising group games.
- c) Praising good behaviour.
- d) Rewarding positive behaviour patterns in front of the other children.
- e) Having clear guidelines for how unacceptable behaviour is to be dealt with. (See Positive Discipline policy)

To be reviewed every 3 years:

Next Review: Spring 22