

## *Duddon Saint Peter's School*



### **Anti-Bullying Policy**

Bullying is challenged. Pupils who are bullied are made miserable and unhappy; they often lose confidence and self-esteem and their learning may be adversely affected, especially if they become reluctant to attend school.

It seems that bullying goes on, to some degree, in every environment from time to time. Parents and children can be assured that no incidents of bullying will be ignored.

#### **A definition of bullying**

“A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that.

These things can happen frequently and it is difficult for the pupil being bullied to defend himself or herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying”.

Source: Department of Education - ‘Don’t suffer in silence’.

#### **Prevention**

We use many strategies that we hope will discourage bullying behaviour and provide a safe environment which enables children to confide their problems and fears.

- An anti-bullying ethos is maintained throughout the school.
- Many subject areas in the National Curriculum give an opportunity to discuss acceptable or questionable behaviour - i.e. history, current affairs, fiction.
- Group work allows for personal development especially regarding matters of leadership and responsibility

- Circle time and other discussion periods, during and after assemblies give the staff and pupils an opportunity to identify problems, search for solutions and share feelings. Themes of friendship, trust, power, conflict and many more can be explored. These matters are further explored through SEAL. (Social and Emotional Aspects of Learning)
- The children are given opportunities to talk about their feelings and needs. Every effort is made to be responsive and sensitive to these confidences, often responding by sharing our own weaknesses and admitting our mistakes; we feel and show mutual respect.
- The children are taught to be independent and responsible and they are mostly confident, with good self esteem. This ensures that they are less likely to be bullied, or if they are, feel free to report it. An increase in self-esteem for the bullied child can often have positive results.
- The playground appears to be the most likely place for bullying to take place. The development of the school is seeking to make playgrounds more stimulating for the children. We have seating and a garden area for quiet play, a small yard for the younger children, games marked out on the playground, and skipping ropes and balls etc. available for children's own organised games. An area for infants which has large apparatus available has been completed, as have nature walk areas. Table games have also been introduced.
- The mid-day assistants are included in the discussion and operation of this policy.
- Kind, protective behaviour is always publicly rewarded. Accusations of bullying are investigated in a fair manner.
- E-safety & cyber bullying are discussed as part of Computing lessons in school.

**Steps to take**

If a serious case of bullying is identified the help of families is sought. The parents are encouraged to contact the school if they know of any bullying and their concerns are taken seriously. The pupils concerned are interviewed individually, with both or all of the parties being asked to alleviate the situation and progress will be monitored. A log of any bullying incidents is kept in the Head teacher's office and copies of incidents are placed in children's personal files. The subject may be discussed in circle time. In the circumstances of a parent not being satisfied, the matter should be referred to the Governing Body through the Complaints procedure. (see Complaints Policy.)

Signed: ..... Governor responsible

Signed: ..... Head teacher

Date: *September 2016* Date of review *Autumn 2017*