

## **BULLYING POLICY and PROCEDURES**

### **Rationale:**

At Corngreaves Academy, we believe that everyone has the same rights of freedom from all forms of harassment. We start from the premise that bullying is totally unacceptable.

### **Aims:**

Children are encouraged to treat others as they would wish to be treated themselves.

We wish to assure victims of bullying that there is redress, whilst helping the bully to see the error of their ways. We very much believe, and follow one of our Nurture Principles: All behaviour is communication.

The policy is positive rather than punitive; it seeks to raise awareness of issues involved in harassment, and is based on trust between staff and pupils.

### **What is bullying?**

Bullying is when a person behaves in a way which hurts, threatens or frightens another person on purpose. It is planned, consistent and deliberate and is often a repeated pattern of behaviour.

We recognise the importance of differentiating between children's "off-the-cuff", ill-considered remarks and behaviour and that which is planned with the intent to hurt, threaten or frighten.

It can take many forms (such as: physical, verbal, gesture, blackmail)

Bullying can affect a child's ability to concentrate, work or give their best effort in class.

Such behaviour can take place in the classroom, although it is more likely to occur at breaks and lunchtimes.

**Teachers and Staff are always monitoring this behaviour so it shouldn't happen.**

**They are available for support all the time.**

Bullying is not when two equals occasionally argue because they disagree about some matter of mutual interest or concern. Many friendship problems cannot be classed as bullying. It is quite normal that children at primary school find that their efforts to form exclusive friendships are unsuccessful at times and they feel left out. This is not bullying.

### **Teaching children about bullying**

Children will be involved in discussion and role-play in their PSHE and RE lessons to help them to understand what bullying is, and to know what they should do when it occurs. They will be taught, for example, that to be an onlooker whilst bullying is taking place can be threatening and can therefore be part of the bullying behaviour. They will be taught to report all incidents of bullying, whether they are personally involved or not.

### **Strategies to prevent bullying:**

The following is a varied list of good - practice principles that underpin much of what happens in school. Adherence to these general principles contributes to a school ethos where bullying is not tolerated and has limited opportunity to occur.

- Opportunities are regularly used to develop concepts of friendship, caring and sharing.
- Positive attitudes are exhibited towards all pupils.
- Only the best is accepted from and of pupils.
- Efforts are constantly made to build self-esteem within pupils so that they feel competent and confident and enjoy a sense of fulfilment.
- The amount of children's time spent on-task is maximised.
- The school has an orderly, structured atmosphere.
- Positive emphasis is placed on the sharing of good experiences, open praise of kindness and consideration, and the rewarding of non-aggressive behaviour.

#### **School procedures for addressing a reported bullying incident.**

##### **All reported incidents of bullying will be investigated.**

1. The adult who first hears about the incident will ascertain whether it is one of bullying or not. If it is not a bullying incident it should be dealt with in the most appropriate way. If they are unsure they should seek advice from a member of the senior management team.
2. Where a case of apparent bullying is identified, the issue should be passed to a member of staff recognised as having responsibility for bullying issues.
3. The incident will be investigated and fully recorded.
4. In dealing with the incident the member of staff will;
  - Deal with the behaviour not the child (we like you, but it is not acceptable that you have ..... That behaviour must stop.)
  - Avoid labelling a child without sufficient evidence.
  - Involve the bully in an examination of the situation. Show him/her how they can satisfy their needs through working with others rather than in an aggressive or confrontational way.
  - Show kindness to the victim of bullying by offering understanding, guidance and support.
  - Work with the victim's family to ensure a re-establishment of confidence within the child.
  - Work co-operatively with a bully's parents to establish the facts of the situation, to change perceptions and to discourage repeat behaviour.
  - Maintain contact with the victim following the incident to monitor their well-being.
  - Maintain contact with a bully following the incident to monitor their feelings, views and behaviour.