



THREE LANE ENDS ACADEMY

ANTI-BULLYING POLICY

July 2015



OUR SCHOOL ANTI-BULLYING PROCEDURE

a Raising everyone's awareness of what we consider to be bullying and its consequences.

Regularly include in staff meetings, reports of individual incidents, as and when they happen.

The subject should be returned to again and again in assemblies, curriculum work and circle time.

"Childspeak" statements and posters to be displayed in school saying what bullying is and why we don't want it in school.

b Creating the ethos in school in which bullying is less likely to occur.

Work in the classroom and general ethos of the school should encourage mutual respect.

Children should be helped to develop a good self-image so that everyone knows that they are valued and no-one feels that they deserve to be bullied.

Our policy is to praise the positive. For example, we will praise considerate behaviour, and not retaliating but informing teachers.

Children and parents are to be made aware of the school policy on bullying, and the action that will be taken if a child is found to be a bully.

Children and parents are to be encouraged to discuss any worries with teachers, Headteacher, lunchtime supervisors, etc., and be informed that they will be dealt with appropriately.

c Working through the curriculum to give children strategies for preventing or dealing with bullying.

There should be a positive attempt made regularly to include in the curriculum:

- Class games and activities which are aimed at raising the children's self-image.
- Role play/drama situations where children act out the "role" of the bully and bullied. Empathy work to be generated from this.
- Class groups to do exercises to promote tolerance of others and to make children aware of positive attributes.
- Assertiveness exercises.
- Bullying to be discussed/explored through class circle times.



Children should be organised in groups to develop all their qualities and strengths.

We should try to make sure that children know how other people, regardless of age, can be pleased and the benefit this has for themselves.

d Giving pupils opportunities to talk with trusted adults about bullying.

Children need specific opportunities to make their problems known verbally or in writing. For example, in a circle time Suggestion Box Scheme or Worry Box.

They should feel that they can approach the adult they most trust and have their opinions respected and their problems taken seriously.

e Supervision of key areas of the school.

When supervising children, all adults should be aware of areas where bullying is more likely to occur - eg., playground, toilets, changing rooms, corridors, etc.

These areas should be checked on regularly and children made aware that this will be the case.

f Procedures for investigating incidents.

When situations arise we will take prompt and relevant action.

Inform necessary staff and make sure the children are aware of intended actions.

Minor incidents may be dealt with by the supervising adult explaining that the displayed behaviour is unacceptable.

Serious incidents should be recorded and investigated thoroughly, giving bully and victim time to talk and be listened to, and if necessary parent informed.

When bullying persists the child's parents should be involved in all further action to solve the problem.

g Guidelines for listening to victims, witnesses and bullies.

- Information about an incident should be passed on to relevant adults who know the children, to enable it to be dealt with quickly and effectively.
- Victims, witnesses and bullies should be listened to in private.
- Relevant points should be noted to show their importance.

Policy Agreed July 2015
