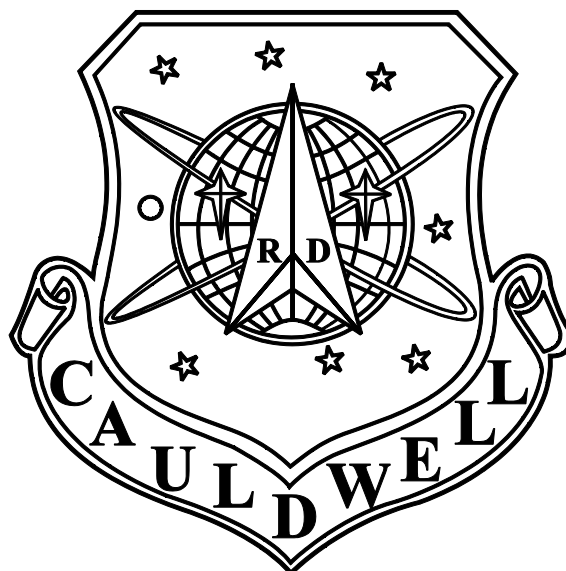


Cauldwell School



SH059	Version 1	Anti-Bullying Policy	
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Link Governor:	Jane Knapp		
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Cauldwell School

Anti-Bullying Policy

Cauldwell School will not tolerate any form of bullying (sex, race, gender reassignment, religion and belief or disability).

What is bullying?

Bullying is persistent behaviour by a group or an individual which causes deliberate emotional or physical distress to an individual. It is usually unprovoked, is often repeated and can continue over a long period of time.

Prevention of bullying.

The issue of bullying will be raised during circle time, through discussion, games, e-safety days and role play. We aim to raise and maintain high levels of self esteem throughout the school, low esteem often being related to bullying. We aim to positively manage behaviour through praise and encouragement.

Dealing with any bullying that may occur.

An 8 step programme (see Appendix 1) will be followed. This programme gives procedures for investigating incidents and guidelines for listening to victims, witnesses and bullies. (see enclosed) A no blame approach.

If bullying re-occurs, then each step of the programme will be repeated. If it is felt that the no blame approach is ineffective then the bully's parents will be consulted. If parental support is not given or if bullying continues, even after parental support, the perpetrator may be excluded.

Any person with concerns about bullying behaviour will report that to the class teacher. The issue will then be discussed at a Key Stage team meeting. All persons involved with that child will be included in the discussions. All concerns will be written in the behaviour book kept in the Head Teachers office.

Refer also to:

- Behaviour Management Policy
- PSHE Policy
- Online Safety Policy
- Complaints Policy

Curriculum:

Awareness of bullying will be included within the PSHE and Computing curriculum. Teachers will include awareness of bullying in their long and medium term planning and will include comment on such in their weekly evaluations. Children will be given opportunities to talk about bullying in general during these lessons.

Supervision of areas that may harbour bullying:

All practitioners will be aware that there are certain areas of the school that may facilitate bullying (toilets, hidden corners of playground, computers etc). These may be identified by discussion, role play or drawing with the children or by adult observation. All adults will be particularly careful to supervise such areas.

Specific responsibilities:

Teachers will raise awareness of bullying through circle time, ICT and PSHE lessons. If any concerns are raised about specific children they will ensure that all adults involved with that child/children are aware and are given opportunity to contribute to discussion. Teachers will, with the head, implement the 7 step no blame approach.

Playtime and lunchtime supervisors will supervise all areas. They will encourage the children to play and will teach and lead games.

Parents will be asked to support the schools programme if their child consistently bullies.

The head teacher will monitor all entries in the behaviour log on SIMs, consult with staff and implement the 8 step programme.

The head teacher will raise awareness of bullying through school assemblies.

Monitoring:

This policy will be reviewed by all teaching staff in line with the schools mentoring and review schedule.

Appendix 1

WHEN BULLYING HAS BEEN OBSERVED OR REPORTED THEN THE FOLLOWING STEPS CAN BE TAKEN:

Step one – interview with the victim.

When the teacher finds out that bullying has happened she starts by talking to the victim about his/her feelings. She does not question him about the incidents, but she does need to know who was involved.

Step two – convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will involve some bystanders or colluders who joined in, but did not initiate any bullying. We find that a group of six to eight people works well.

Step three – explain the problem

Teacher tells them about the way the victim is feeling and might use a poem, piece of writing or drawing to emphasise his distress. At no time does she discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

Step five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later the teacher discusses with each student, including the victim, about how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Step eight – convene with parents.

(If the problem re-occurs return to process)

Note 1

If problem seems to be solved for a short period, but returns, return to the process.

Note 2

If the full eight step process is unsuccessful, exclusion is to be considered.