



***Working and learning together for success***

## **Sarisbury Church of England Junior School**

### **Anti Bullying Policy Statement *January 2017***

**At Sarisbury CE Junior School we follow the principle of a no-blame approach to bullying. All members of staff are encouraged to take on board the thinking behind the no-blame approach:**

- **Bullying and anti-social behaviour are almost inevitable in a community of young people. It can be countered by teaching more appropriate behaviour.**
- **The best way to do this is to foster empathy with the feelings of the bullied child.**
- **Negative, punitive measures taken against the bully are likely to promote resentment, and to aggravate rather than solve the problem**
- **Teachers should act as models for the children and focus on raising self-esteem.**

# **Sarisbury Church of England Junior School**

## **Anti Bullying Policy Statement**

### **Related Policy Documents:**

- School's Code of Conduct – 'The Sarisbury Way'
- Personal Development Learning Policy (PSHE)
- Behaviour Policy (including Rights, Respect, Responsibilities)

### ***At Sarisbury CE Junior School we aim to:***

- Create a caring school community, based on mutual respect, where bullying is not accepted.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- Support staff to identify and tackle issues of bullying appropriately.
- Communicate effectively with parents / carers regarding their concerns on bullying.
- Share good practice and utilise the support from other organisations to ensure the effective delivery of our anti-bullying policy.

### **The principles behind the no-blame approach to bullying:**

- The no-blame approach is effective in dealing with instances of bullying.
- The school is seen to have a clear policy on bullying, and to be implementing it.
- The underlying principle helps to promote the positive and caring ethos within the school.
- Managing issues in this way help to develop pupils' personal and social relationships and focus on positive solutions rather than punishment.
- Depending on the severity of the incident, parents may be involved in the process; this will be at the discretion of the headteacher.

### **Our Strategies**

#### ***At Sarisbury CE Junior School we employ the following strategies in implementing our no-blame approach to bullying:***

- The headteacher is the only nominated person in the school to deal with cases of bullying. This ensures that the strategies and procedures used by the school are followed consistently.
- All children are encouraged to talk about bullying and are introduced to the school's Code of Conduct and Anti Bullying Code.

In the event of a bullying incident, the following procedures will apply:

- The headteacher is informed, either by a parent, a child, or a member of staff
- The headteacher holds a meeting with the bullied child; explains the principles behind the no-blame approach and the reasons for it, and obtains permission from the child to arrange a meeting with the bully, bullies or spectators.
- The headteacher makes a note about the bullied child's symptoms e.g. not wanting to come to school, not sleeping, trying to hide, trying to stay in at break / lunchtime etc. Notes may be taken at the meeting.
- A list of spectators and bullies is compiled and all are invited to a meeting. In most cases, the bullied child will also be present at the meeting unless this will cause anxiety or requested by parents.
- The meeting takes place, led by the headteacher.

- The first point made, even prior to the meeting, is that this 'not a telling off' but a problem that we have in school that needs to be solved. The people invited to the meeting are there because they may be able to help; nobody at this stage is in trouble.
- The headteacher will explain that the bullied child is unhappy, describing the feelings mentioned by the child at their previous meeting; this will be done sensitively.
- The headteacher will ask the group to explore ideas that may help to solve the problem; a summary is produced and forms an agreed course of action.
- The headteacher then arranges a time for a second meeting; usually one week later.
- The second meeting is normally short and constitutes a simple progress report; positive remarks are encouraged and the child has the opportunity to say how much better things have been. If appropriate, the group are thanked for helping to solve the problem.
- If the problem continues to exist, more ideas will be explored and a further meeting agreed. Sometimes children not in the original group may have caused problems. These children are invited to the meeting and encouraged to present their ideas to help solve the problem.