



Anti-Bullying Policy 2018

"Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church and Parish at diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils."

Chair of Governors: Claire Sullivan

Date: September 2018

Review date: September 2019

AIMS

This policy outlines what we will do at Yaxham CE VA Primary School to prevent and tackle bullying in line with our Christian values. We are committed to providing a caring friendly and safe environment for all of our children so that they can learn in a relaxed and secure atmosphere which promotes self esteem and personal growth for all we are committed to developing an anti-bullying culture whereby no bullying will be tolerated.

Bullying

It is believed that 1 in 5 children are either bully or victim during their school careers. Bullying is the thing that children fear most about school. They feel helpless about it and look to teachers to deal with it. Therefore, at Yaxham Primary School we believe it is vital that staff are alert to any problems individuals or groups of children might be having.

- Bullying encompasses many behaviours which include persistent name-calling, teasing, rude gestures, jostling, intimidation, extortion, exclusion, physical violence such as pulling, kicking, hitting, tripping etc. All are designed to bring fear to the victim through threat. Non-physical forms such as name-calling can be most damaging.
- Bullying is distinguished from other aggressive behaviour by being a continuing pattern of behaviour from one person towards another which is persistent, targeted and designed to hurt.
- Bullying sometimes starts as fun or to enable the bully to gain kudos from his/her peers.
- Bullying continues until staff intervene. Bullying affects everyone, those who witness it and those who are drawn into it by peer group pressure.
- The playground is the situation for the majority of bullying.

A co-operative ethos and sense of community will minimise the incidence of bullying. We have a responsibility to create a safe and secure environment. At Yaxham Primary School we strive to provide such an environment through:

- Effective teaching: Through PSHE, SEAL, Circle times and collective worship children are taught not to be aggressive.

Children are:

- Encouraged to negotiate to solve problems
- Rewarded for making the right choices
- Given opportunities to raise their self-esteem and their esteem in the eyes of their peers

Derogatory language is always discouraged.

- Good supervision: especially in cloakrooms toilets and play areas.
- Positive forms of play are created by making the play areas more interesting, varied and attractive.

Teachers and supervisors must be alert to unacceptable behaviour; listen carefully to what is reported by children; take action to prevent aggressive behaviour; and, support any child in distress (Restorative Approach).

Children are encouraged to:

- Inform adults immediately of aggressive behaviour - a positive response from the adult will enable children to feel this is a worthwhile and safe thing to do.
- Not tolerate bullying in their social group and exert peer group pressure against aggression.

Children need to be confident that they will be listened to and supported if they become the victim of bullying. If a case of bullying is identified the incidents should be recorded in writing. Parents of both victim and bully should be involved from an early stage at a Restorative Approach Conference.

It must be made clear to the bully and the parents that the behaviour is unacceptable. The victim should be put in a position where a sense of personal worth is enhanced and peer group esteem is generated.

Equal Opportunities

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Review of Policy: September 2019

Policy agreed by staff: September 2018

Policy agreed by Governors: September 2018

