

# PARKINSON LANE COMMUNITY PRIMARY SCHOOL

Curriculum and Community

## Anti-Bullying

### **1. Rationale of the Policy on Bullying**

It is the aim of Parkinson Lane CP School to encourage positive behaviour and attitudes in order to create a community in which everyone feels secure and in which children are able to take full advantage of the learning opportunities presented to them. This policy is designed to work within the general aims and ethos of the school. This policy should be read in conjunction with the Child Protection Policy.

### **2. Statement**

Our approach to bullying in school stems from the approach set out in 4 below to behaviour generally. If children are to feel safe and to learn effectively, then any type of bullying must be dealt with immediately and appropriately. Bullying will not be tolerated in our school under any circumstances.

### **3. Encouragement and Support**

All children are made aware of the school's complete lack of tolerance towards any bullying type behaviour. If a child is being bullied, they are encouraged to tell the Headteacher, Deputy Headteacher, Class teacher, support assistant, adult in school or friend. Once bullying behaviour has been disclosed either by the victim or a friend, it **must** be passed on to the

- Class teacher
- KS Manager
- Deputy Headteacher
- And/or Headteacher

On receiving such information, it is important that:-

- the victim is supported
- the bully is supported
- the parents of the bully and victim are made aware of the situation at the discretion of the Headteacher/Deputy Headteacher/KS Manager
- the incident is logged and file kept in the Headteachers office.

Sanctions and Discouragement follow the same channels as other undesirable behaviour, but **only one warning** will be given to speed up the process of reaching the Headteacher.

### **Support for Victim**

- Counselling from Class teacher/adult
- Safe place available at all times
- Discreet means used to alert other staff who will work with the victim
- Victim with Headteacher to see the bully
- Victim to state how s/he felt and bully to state how s/he felt
- Supervised positive activity to be set up between victim and bully
- Meetings with parents to update as and when needed

### **Discouragement, Sanction and Support for Bully**

- Safe place available at all times if after being identified, the bully becomes bullied themselves
- Withdrawal from Golden Time in lots of 5 minutes
- Exclusion at playtime/dinner time if necessary

- Counselling with Class teacher/adult
- Meetings with parents initially and then regularly for updates
- Attention drawn to breaking of Home School Contract
- Encouragement to repair damage through supervised positive activity set up between victim and bully.

Before sanctions are employed, the supervised activity set up between the bully and victim must be actioned first. The success of this activity may possibly remove the need for sanctions.

#### **4. Rationale of Policy on Behaviour Generally**

Children learn best when there are clear positive expectations expressed within a calm environment of consistency and continuity. Schools need rules to ensure children can feel safe and secure and staff can carry out their job in an atmosphere conducive to teaching and learning.

#### **5. Objectives**

- To promote a calm, relaxed and happy atmosphere in school
- To promote a positive attitude towards discipline (staff and children)
- To ensure that there is a consistent approach to discipline in school

#### **6. Broad Guidelines**

- All parents should be informed of school policy, invited to comment on it and to lend their co-operation in support of it.
- To involve all adults in school – dinner staff, community industry helpers, supply staff
- It should be ensured that all children are clear of the rules and expectations.

#### **7. Detailed Guidelines**

- Make sure the children are clear what the rules are. Refer to them daily
- Express your requests or expectations positively eg 'I would like you to ....', 'I expect you to ....'.
- Ensure the number of rewards exceed the number of consequences given in a day
- Make it clear to the child what behaviour you are rewarding
- No shouting
- Be consistent in your use of rewards and consequences
- Remember that consequences are not to be carried over to another day (with the exception of severe behaviour and consequences)
- We are all human and make mistakes. It is the responsibility of all of us to remind/support each other regardless of status

#### **8. Rules**

1. Do as an adult in school tells you first time
2. Keep hands, feet and objects to yourself
3. Keep bad words to yourself
4. We always walk in school

#### **9. Rules in the Playground**

1. Do as an adult in school tells you the first time
2. Keep hands, feet and objects to yourself  
– we do not grab coats                      - we do not have play fights
3. Keep bad words to yourself
4. We put litter in the bin

