



**Anti-bullying policy.**



Truro and Penwith  
Academy Trust

We know that bullying takes place in almost every walk of life and in many disguises. We have steps in place to reduce bullying to a minimum but we are not arrogant enough or complacent enough, to believe that we can always anticipate it and prevent it. It's how we deal with it that is the measure of our success.

**Definition:**

There are many definitions of bullying but this is the definition by which we abide and upon which we judge situations. This is the definition which we share with our pupils – parents often have a different definition, but we abide by this one:

We believe bullying to be **deliberately hurtful behaviour towards one targeted person, repeated over a period of time within a 12-month period**, where those being bullied feel powerless to defend themselves. It can take many forms, but the three main types are: physical, for example, kicking, hitting, theft; verbal, for example, name calling, racist remarks and homophobic remarks; and indirect, for example, spreading rumours, excluding from social groups.

We also agree that bullying **can be a one off incident when carried out deliberately by more than one person in collusion against one vulnerable victim.**

Cyberbullying can be defined as 'The use of Information Communication Technology, particularly mobile phones and the internet to deliberately hurt or upset someone' DCSF 2007.

Proven cyberbullying of any member of the school community will not be tolerated and will be dealt with in the same way as any other forms of bullying as set out in this policy.

**Rationale:**

We will not tolerate bullying in any form, in our school – this includes bullying which seeks to encompass trans-gender and homophobic bullying.

We will deal firmly with any cases that may occur, following the sanctions in our Behaviour Policy and the specific procedures to be found in this Policy.

**Aims:**

At St Just Primary School we aim to:

- create an environment where everyone feels safe;
- use all staff, parents and pupils as a positive resource in countering bullying and encourage all to be vigilant in this respect;
- ensure that all children know their rights and responsibilities regarding bullying
- listen seriously to pupils who need to talk about bullying;
- record all incidents found to involve bullying;
- use the curriculum as a vehicle to raise awareness of bullying, its unacceptable nature and the school's expectations regarding it;
- use the curriculum to help understand diversity and respect difference
- give support to both bullies and victims when cases arise;
- involve parents, carers and outside professional agencies, if necessary, to support behaviour modification strategies;
- ensure that all accessible areas of the school are supervised by a member of staff at identified times;
- seek to promote self-esteem of all pupils;
- encourage all bystanders and those directly involved in any incident to tell an adult in the school.

### **Procedures:**

If bullying does occur in the school, the following procedures are in place:

- Incident is logged in incident book;
- Classteacher is informed;
- Headteacher is informed;
- Headteacher interviews both bully and victim, at first individually and then together;
- Headteacher informs all staff of outcome of interviews;
- Headteacher decides when and how to involve parents/carers at this stage.
- if bullying persists then headteacher informs parents / carers, inviting them in to school for discussion and agreeing a way forward ;
- outside professional agencies may be consulted for advice.
- The Headteacher reports all incidents to the next Full Governors meeting through her Headteacher's report.

### **Strategies employed to discourage bullying:**

The ethos of the school, centred in our vision statement, is one of working together within an environment of high moral values. We believe this discourages a climate of bullying.

We have generous staffing numbers in classes and at lunchtimes which allows for time to monitor, observe, discuss and support vulnerable children who might be bullies, or might be bullied.

The staff employ a variety of strategies to give whole school / whole class and individual help to enable our aims to be fulfilled.

These include:

- Circle Time
- Assembly time
- Thrive
- Religious Education, stories and discussion of their meaning and implications
- Drama and role play
- Personal, Social, Health and Citizenship Education
- Clear procedures, made specific with pupils
- An incident book, kept in head teacher's office
- Records of conversations with parents/carers concerning any incidents of bullying
- Working with other agencies, when necessary
- Teaching all pupils to say "no" or to fetch help

### **Parental Guidance:**

Any parent contacting the school with a particular concern will always be taken seriously.

The first point of contact for the parent will be the child's class teacher. We recognise that the following contributes to good practice:

- Recognising that the parent may be angry or upset
- Keeping an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred
- Asking parents to keep an open mind – just because a child or parent says bullying has occurred it may not meet our definition and may require different management of both parent and child
- Remaining calm and understanding
- Making it clear that the school does care and that something will be done
- Explaining the agreed school procedures and policy and ensuring these are followed

If a parent does not feel that the situation has been dealt with satisfactorily by the class teacher, then the next stage would be for the parent to contact the Headteacher. Updates and changes may be made to this policy in response to school changes or legislation.