



Anti-Bullying Policy

Date adopted	9 th February 2011	Version	Feb11
Last Reviewed	9 th February 2011	Review Cycle	Two Years
Revision Ref			
Author/Owner	Curriculum Committee		

Introduction

St. Thomas School is committed to empowering the victim and correcting the behaviour of the bully. We are keen to sustain a culture of openness in which children and adults feel confident to share information.

When relationships begin to break down it is important that the situation is brought to the attention of the class teacher in the first instance. In more serious cases the Headteacher will be involved. Best practice would indicate that issues around school bullying are best resolved using the appropriate channels of communications to allow experienced staff to mediate.

Definition

Bullying is defined as behaviour deliberately aimed at hurting or demeaning one or more person. Such behaviour is frequently repeated over a period of time, it is often focussed and directed in such a way that it is difficult for those being bullied to defend themselves. There are three main types bullying:

- physical - hitting, kicking, taking belongings, writing notes
- verbal - name calling and racist remarks
- indirect - spreading nasty stories and excluding someone from social groups.

Prevention

1. Ethos

- Modelling good behaviour and relationships
- A 'Telling' school - whole school involvement in this (incl. all staff, governors and volunteers)
- Taking each incident on its merits, not pre-judging incidents or children

2. Actions

- Circle time, regular discussion of relationships and any issues arising
- Buddy support, where older children help to take responsibility for younger children
- Assemblies - whole school and key stage
- Peer-mentoring, using older children or other class members, when specific situations arise

Consequences

	Action Taken - By Class or Headteacher
Stage 1	<ul style="list-style-type: none"> • Directed peer mentoring to promote reconciliation between parties. • Discussion focussed on the emotional consequences and impact of bullying. Also parties made fully aware of consequences of continued bullying according to St. Thomas School anti - bullying policy. • Monitoring of interaction between parties over a fixed period. (Initially 2 weeks but longer in more severe cases.) • Parents informed of actions taken. • Actions logged in class incident books
Stage 2 (In possible Conjunction with Stage 1)	<ul style="list-style-type: none"> • Restorative justice - possible actions to make amends: • A letter written • Acknowledge to both oneself and the victim that the bullying behaviour requires amends to be made • Agree possible amends • Parents informed of actions taken and involved with consequences • Actions logged in class incident book
Stage 3	<ul style="list-style-type: none"> • Sanctions to be implemented according to persistence and severity of incident.(loss of privileges, segregation) • Parents informed of actions taken • Actions logged in class incident book
Stage 4	Fixed Term Exclusion
Stage 5	Permanent Exclusion

Signs that a child is being bullied

Some indications that a child may be being bullied include:

- Reluctance to come to school
- Lateness or hanging back
- Wish to change school routines
- Reluctance to get the bus
- Lack of appetite or persistent inability to sleep
- Lack of enthusiasm for any activities, even for class 'treats'
- Avoidance of specific activities or situations, e.g. PE, playtime, etc.
- Withdrawal from social activities
- Being distracted, jumpy or forgetful
- Underachieving, or demonstrating changes to normal achievement patterns
- Asking for money or making unusual demands
- Psychosomatic illnesses or non-specific pains

Document History

Feb10	Approved by Curriculum Committee (9 th February 2011)
Oct10	Re-written as a separate policy by Headteacher (October 2010)
	Anti-Bullying & Behaviour combined in a single policy (22-April-2008)