



Bullying Policy

March 2015

Learning
Together

PENRYN JUNIOR SCHOOL

BULLYING POLICY **Updated January 2014**

DEFINITION

Bullying behaviour involves the physical, social or emotional harassment of others. It involves behaviour *repeated* over time. Bullying typically represents an attempt to humiliate or intimidate another person. The bully uses his/her power (size of group, quickness of tongue, physical strength, social popularity, etc:) to try to gain an advantage over the victim. Examples might include physical intimidation, threats, internet, verbal abuse, mobile phone, social isolation or exclusion of others (indirect bullying).

THE SCHOOL RULES

Our policy on bullying is based on the School Rules which requires of everyone in the school that they:

- Follow instructions with thought and care.
- Show good manner at all times.
- Care for everyone and everything.

It is in the context of the School Rules that

- We do not tolerate bullying and investigate all allegations.
- We do our best to help those children who have been subjected to bullying.
- We help those who have been bullying to face up to the hurt they are causing.

GUIDELINES – What we do

- 1) Teach personal, social and health education in all aspects of the curriculum, including SEAL.
- 2) Discuss the importance of the School Rules in assembly, in classrooms and around the school.
- 3) Discuss issues to do with conflict between children and strategies to peacefully resolve conflict.
- 4) Reward children who improve their behaviour or who set good standards of behaviour.
- 5) Record behaviour that breaches the School Rules (red books, Detention Folder, Racial Incident folder etc).
- 6) Inform parents if their child has received a detention for breaching the School Rules.
- 7) Analyse our records to determine if there is a pattern of behaviour emerging.
- 8) Provide a range of opportunities for children to raise their concerns.
- 9) Allow teaching staff a regular agenda item each week to raise concerns about pupil behaviour.
- 10) Discuss any issues and agree on actions to implement from these records and discussions in a the weekly welfare meeting.
- 11) Investigate allegations of bullying to make a judgement as to whether it is bullying, a one-off incident, an example of peer disagreement, or other.
- 12) Make a judgement as to whether the situation requires:
 - i) For peer disagreements, talking with the children to see if they can resolve the conflict themselves;
 - ii) Monitoring the children to see what progress they make;
 - iii) Warning and/or punishments (for example, loss of privileges) if the concerns are more serious (See the Rewards & Discipline Policy);
 - iv) A meeting with parents;
 - v) Implementation of the Home/School Link Book (with targets agreed with parents and child);
 - vi) Separation from peers;
 - vii) Advice from outside agencies (for example, the LA advisor for children with emotional and behavioural difficulties);
 - viii) Implementation of a Behaviour Support Plan (this may involve counselling or other external support and/or provision);
 - ix) Warning of exclusion leading to implementation of fixed term exclusion or permanent exclusion if all other strategies have failed to keep other children or staff sufficiently safe;
 - x) Where a FTE has been applied there will need to be arrangements for re-integration which may require additional support from the LA.

CONCLUSION

Our aim is to positively work towards the best behaviour that children are capable of. Where standards of behaviour fall short of the School Rules we aim to act promptly to support all the children involved.