

### **Response to the needs of bullying pupils**

Pupils accused of displaying bullying behaviours will

1. Have the opportunity to record what has happened using an incident form and discuss the allegations with a member of staff (within 24 hours)
2. Take part in a Restorative Approaches meeting to discuss the issues raised in a fair way. Proportionate sanctions are agreed and put in place (between 2-3 days)
3. Agree a behaviour contract with clear expectations around conduct. This will be reviewed weekly with a key member of staff (weekly)
4. Be allocated a Peer Mentor or Friendship Circle as appropriate (within 5 days of meeting)
5. Review the Behaviour Contract with parents and Headteacher (after 4 weeks)

Sanctions for bullying intend to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it. They also provide the opportunity for pupils to put right the harm they have caused. Where change is not observed in the behaviour, a meeting will be called between parents and the Headteacher. This may result in a fixed-term or permanent exclusion.



### **Our School Code of Conduct**

You will see our Code of Conduct all around our school building. All members of our school community are expected to follow these 5 rules:

1. We are helpful and respectful
2. We are honest
3. We are kind and gentle
4. We will work hard
5. We will look after belongings and property

### **Our Playground Charter**

All of the pupils at Belmont have signed up to our playground charter to help keep our play-times safe and happy.

1. We will help keep Belmont a bully-free zone.
2. We keep our hands and feet to ourselves.
3. We use kind words.
4. We help other children if they are hurt.
5. We share space and resources.
6. We let others join our games.
7. We listen to adults and follow their instructions.



Belmont Primary School



*A parents' guide to our  
Anti-Bullying Strategy*

November 2015

## Our aims

Belmont School actively promotes positive interpersonal relations between all members of the school community. This policy has been developed through careful consultation which involved a whole school approach, including children/young people, parents/carers and all school staff.

## **Principles**

- Pupils have a right to learn free from intimidation and fear
- The needs of the victim are paramount
- Schools will not tolerate bullying behaviour
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

## **Bullying: our definition**

*Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can be a physical act or emotional in nature, such as verbal abuse, making gestures, and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.*

## **When is behaviour deemed to be bullying?**

- \* More than once
- \* On purpose
- \* Hurtful
- \* Makes the victim feel helpless
- \* Violence, hurtful words, ganging up
- \* Face to face or on the internet

## **How to tell the difference between conflict and bullying**

Conflict is a normal part of life. And learning to deal with conflict helps our children master the social skills they need. There are some distinct differences between bullying and conflict. Being able to identify these differences is important in knowing how to respond.

There are a number of ways to identify conflict.

- \* When a conflict occurs, both people involved have equal power in the relationship. While both people may be emotional and upset, neither one is seeking control or attention. They just happen to disagree.
- \* When people experience conflict they often feel remorse and take responsibility for their actions.
- \* They want to solve the problem so that they can start having fun again.
- \* Conflict happens occasionally and is usually not serious or emotionally damaging to either person.

## **How do we teach children to deal with issues in school?**

We want all children to develop the life skills to sort problems for themselves.

When children are affected by the behaviour or actions of others, we encourage them to use 'TAG'. This means:

**T**ell them how you feel.

**A**sk them to stop.

**G**et help from an adult.

## **Procedures for dealing with incidents of bullying behaviour**

### **Response to the needs of bullied pupils**

1. Confidential routes to reporting bullying: class worry box, whole-school Action Post (pupils share their concerns and teachers will follow these up by at least the start of play-time the following day depending on when concerns are read)
2. An investigation will be followed up using the school's Incident Form and actions to be taken reported to the pupil (alleged victim) and parent. A report will also be made to the parents of any other pupils involved (within 24 hours)
3. Restorative Approaches used to discuss the issues and agree how these are to be resolved, for any pupils involved. A report will be kept on file of this and the agreements made. Parents will also receive a record of these agreements and any sanctions (between 2-3 days depending on length of investigation)
4. Follow up systems to ensure that agreements are sustained. These include; weekly informal reporting to key member of staff, allocate a Peer Mentor or Friendship Circle as appropriate (within 5 days of meeting)
5. A follow up form to be completed by pupils to identify whether improvements have been sustained and the impact of these (after 4 weeks)