



TONGE MOOR
PRIMARY ACADEMY
Anti-Bullying Policy

Section 1: Aims and objectives

1. To give children a positive learning experience free from bullying.
2. To raise the self-esteem of all children at Tonge Moor.
3. To enable all children to feel empowered to report bullying at Tonge Moor.

Section 2: A definition of bullying

Bullying involves repeated physical attacks, verbal insults (or threats) and/or social exclusion. Bullying is deliberately hurtful and it is difficult for the victims to defend themselves against it.

Section 3: Procedure for handling reported bullying

Our procedure is underpinned by five key principles:

1. Never ignore suspected bullying
2. Do not make premature assumptions.
3. Listen carefully to all accounts.
4. Adopt a problem solving approach.
5. Follow up repeatedly to check bullying has ceased.

Step 1: Once the 'bullying' has been reported to the class teacher they then discuss the incidents with the child and report this to a senior manager/learning mentor immediately.

Step 2: If appropriate, the senior manager/learning mentor forms a support group for the pupil made up of those involved with the bullying but also friends of the victim if possible.

Step 3: The senior manager/learning mentor discusses the bullying with the victim and the support group. The discussion is non-judgmental and is aimed at resolving the conflict.

Step 4: With the victim's agreement, their own feelings are communicated to the group. The facilitator makes it clear that the purpose is to take joint responsibility and find a solution. Suggestions on how to help are sought. Resolution is a joint commitment. The action to be taken is recorded on the Bullying Record Form. When the support group is formed, parents of the child will be informed and other parents are contacted verbally if it is deemed that the child is being bullied.

Step 5: Each group member is spoken to individually a week later to review progress. The victim is also interviewed. They are asked if the bullying has ceased.

Step 6: After two weeks, and once again after six weeks, check that the bullying has not resumed through an interview with the victim. If bullying has resumed sanctions from the school's behaviour policy may be implemented. Persistent bullying can result in permanent exclusion. Bullying record forms and a copy of the policy should be kept in SEN folders.

Section 4: Curriculum Based Strategies

- 1) Circle time takes place in each class as part of the PSHE curriculum. It is an opportunity to:
 - Raise pupil self-esteem;
 - develop confidence in speaking and listening skills;
 - improve social skills with peers;
 - discuss issues relevant to the children;
 - encourage collaboration;
 - encourage independence.
- 2) This is further supported by the use of co-operative learning techniques (Kagan structures) across the curriculum.
- 3) Assemblies/Collective worship can be used to explain what bullying is and how to deal with it. Moreover, assemblies are used to provide guidance on making and keeping friends as socially isolated children can become victims of bullying.
- 4) The curriculum is also used to address bullying related issues. PSHE learning objectives are used to facilitate discussion concerning bullying.
- 5) The learning mentors may lead lessons or circle times to discuss bullying related issues.
- 6) The Computing curriculum includes lessons on e-Safety and the use of social networking sites and how to use the internet appropriately.

Bullying Record Form

A) Class Teacher's Record:

Date Reported	What Happened	Where	Who was involved	Action Taken

B) Senior Manager/Learning Mentor's Record:

	What was discussed ?	What was decided?	Has the bullying stopped?
First Meeting Date:			
Parent Contact Date:			
Review Meeting Date:			
Checks (2nd and 6th weeks) Date:			
Further Action Date:			
Further Action Date:			
Further Action Date:			