



## ANTI BULLYING POLICY

**Person Responsible: Principal**

**Last Reviewed and Updated: 29<sup>TH</sup> April 2009**

ASPA's Anti-Bullying Policy supports the 'Don't Suffer in Silence' campaign by the Department for Education and Skills.

**The main objectives of this policy are to:**

- **Ensure that children have somebody they feel that they can talk to about bullying.**
- **Tackle bullying by encouraging an Anti Bullying Culture within the school.**

### 1.0 Creating an Anti-Bullying Culture

- 1.1 Bullying is an issue that will be included in the PSHE syllabus. Children will also be encouraged through drama workshops and circle work to explore the types and effects of bullying.
- 1.2 School rules will make it clear that bullying – in any form – will not be tolerated.

### 2.0 Creating a Safe Place to Talk

- 2.1 Maintaining ASPA's ethos of a friendly, comfortable learning environment will encourage children to speak out if they are being bullied. If there is somebody friendly and trustworthy to talk to, it makes it easier to 'break the silence'.
- 2.2 Some children may not feel comfortable speaking to a teacher or adult about their problems. A Peer Support system will be used, where older students can be available for other students to talk to.
- 2.3 The students forming the Peer Support Team will be subject to an interview and close examination of their school career to ensure that they are suitable for the task.
- 2.4 Support for the Peer Support Team, will be provided by the Principal, as the task may often be challenging and raise sensitive issues.

### 3.0 Recognising Bullying

- 3.1 A child may not wish to tell anybody that he/she is being bullied. Although the school ethos and PSHE syllabus will encourage students to tell somebody if they are being bullied, they may not always do so.
- 3.2 Staff and volunteers should be aware of key signs that a child may be being bullied (or experiencing other problems) including; moodiness, poor work and truancy.
- 3.3 Staff and volunteers should also be aware of key signs of bullying in progress including; frowning or looking unhappy, trying to move away from an aggressor, crowding, malicious language or teasing.

### 4.0 Dealing With Bullying

- 4.1 Once bullying has been identified as a problem, either reported by a student, the victim or parents, the victim should be encouraged to talk to a teacher or member of the Peer Support Team.
- 4.2 Once the facts of the bullying have been established (ie; who is involved, the type of bullying, how often, where?) the most appropriate course of action can be chosen.
- 4.3 In some conflicts mediation can be a way to resolve matters. A neutral person sits down with the two parties to :
  - Define the problem
  - Identify the key issues
  - Brainstorm possible options
  - Negotiate a plan of action and agreementOnce an agreement has been reached, the situation should be monitored with evaluation meetings to determine the level of the plan's success.
- 4.4 In most cases speaking to the bully and explaining the hurt that is being caused will solve the problem.
- 4.5 In more serious cases tougher measures such as removal of privileges, removal from class group, detention, suspension or exclusion will need to be considered.

### 5.0 Monitoring

- 5.1 Known bullies and victims should be monitored through regular meetings with a member of staff or Peer Support Team to reduce re-occurrence.

This policy will be reviewed annually by the Principal/Proprietor