

Guide for Parents: Bullying and the Prevention of Bullying

At Eynesbury Church of England Primary School, through PSHE lessons and assemblies, we work hard to prevent bullying occurring, however we are also realistic and understand that bullying may occur in any school. This booklet aims to provide parents with a comprehensive guide to bullying and how bullying is tackled within this school.

Definition of bullying:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Preventing and Tackling Bullying, Department of Education 2017

At Eynesbury Church of England Primary School we have determined bullying as:

'The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power'

To help us determine bullying behaviour, we think about the 4Ps of Bullying:

- Premeditated
- Power – an abuse of power
- Painful
- Persistent

Bullying may include:

- **Physical Attack:** Unwanted physical contact, kicking, punching, pinching, pushing, hitting etc.
- **Words:** Teasing and name calling, making fun of physical differences including homophobic comments e.g. Fat/thin, tall/short, too clever/stupid, gay etc.
- **Rumours:** Interfering with friendships, isolation of individuals, spreading nasty rumours.
- **Threatening:** taking money, items, or threatening physical attack.
- **Annoying:** continually annoying and causing discomfort and frustration.
- **Racist:** Being unkind about race, colour or religion.
- **Cyberbullying:** The use of technology as a vehicle for bullying.

At Eynesbury Church of England Primary School we have clear expectations of good and respectful behaviour for all. We take any act of bullying or allegation of bullying seriously. We also want to ensure that parents and carers and children are able to communicate their concerns with the school.

If you are concerned about your child being bullying:

- Carefully listen to the child's account of the nature of the incident/s – ask open ended questions such as 'What happened?'
- Acknowledge a child's fears and experiences. Open communication helps to accurately establish the nature of the concern and also if the situation changes or improves with time.
- Speak to the Classteacher who will make thorough enquiries and address the situation. The Classteacher will inform the Headteacher and other senior staff so that appropriate monitoring and actions can be taken to bring any acts of bullying to a conclusion.
- Follow up with the Classteacher and the child to find out about improvements and changes to the situation.
- Please continue to tell your Classteacher if you feel that the situation has improved, worsened or remained unchanged.

Should you not be entirely satisfied with actions being taken or the situation has not been fully resolved it is possible to arrange a meeting with the Headteacher who will further address the situation.

Encourage your child to speak to school staff so that bullying can be resolved promptly.

Help them to understand never to bully back.

Keep the communication open with the Classteacher in working towards a solution.

Maintaining a respectful and safe environment for our children:

We all play a very important role in ensuring that Eynesbury continues to provide a safe, caring and friendly environment for our children, allowing children to concentrate on and flourish in their education.

Incidents of bullying are recorded centrally, shared with parents. Half termly, through the Headteacher's Report to Governors, the school governors monitor the nature and frequency of bullying incidents and how they have been addressed.

'Tools' used to address Bullying at Eynesbury

1. RESPECT underpins the ethos of the school. Bullying is not respectful and therefore is not tolerated;
2. Children make mistakes and as part of learning self-discipline they will make mistakes. Restorative approaches including the use of Peer Mediation help pupils and staff to resolve issues between friendships in a restorative way;
3. Where bullying or allegations of bullying occur, parents are informed and we work in partnership with parents for improved outcomes;
4. Some individuals may need a more formal approach to address bullying. The school uses a Respect Agreement to set a formal framework of expectations between children, supported by senior staff.

Resources:

The school has an anti-bullying policy which is available on the school website.

Some useful websites that provide information on Bullying and the prevention of Bullying:

www.anti-bullyingalliance.org.uk - Provides Help and advice for Parents, Carers, Children, Young People and Practitioners;

www.kidscape.org.uk - Provides advice, downloadable resources, assertiveness training for children;

www.childline.org.uk - get help and advice about bullying issues, talk to a counsellor online;

www.bullyfreezone.co.uk – the project aims to raise awareness of alternative ways of resolving conflict and reducing bullying;

www.parentlineplus.org.uk – a national charity providing help and support to anyone caring for children;

www.nspcc.co.uk – to make you more aware of the dangers children face, plus handy hints to help you to brush up your parenting skills. Go to Help and Advice, Parents and Carers;

www.stopbullyingnow.hrsa.gov - Bullying Information, Resources, and Prevention Tips. Whether you have been bullied, witnessed bullying, or bullied someone else.

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Parents' Guide to Bullying