

# North Curry C of E Primary School

## Preventing and Responding to Bullying: A practical 3 step guide


1. Supporting children in pro-actively resolving peer-peer conflict
2. School protocols for addressing a report of bullying
3. Pro-active community work

1. Supporting Children in Pro-Actively resolving peer-peer conflict		
Aim		How we meet this target
Empower our children to develop a strong, confident voice, enabling them to advocate for themselves and handle situations calmly with understanding and confidence		We empower all children to use their words and strategies for emotional regulation to confidently share their emotions and concerns with others e.g. using the language of the Zones of Regulation and kind words to solve problems. 1. Empathy and active listening 2. Respectful communication 3. Finding solutions 4. Building an understanding of positive relationships
Inspire our children to confidently stand up for others when they sense something is wrong and to intervene thoughtfully and effectively		Use the golden rules of 'Be kind, considerate and respectful' to help children actively engage in the message.  Ensure all children know how to confidentially report bullying. Teaching them about the role of the 'defender'.

Establish a clear understanding for the responsible party to understand the expected response when a child asks them to stop etc		Share expectations on how children should manage these situations through role play and during PSHE lessons. Use the Zones of Regulation to regulate their emotions. Build children's self confidence, resilience and assertiveness.
All staff respond consistently when a child seeks assistance with conflict resolution		Embed a consistent staff response when a child seeks help with conflict resolution using the following approach. Make sure all parties are safe. Listen attentively (no interrupting or formalising response). Summarise and reflect (So what you're saying is that you are feeling ....because.....). Help to find solutions (including a focus on compromise and collaboration, the future and moving forward including apologies, acceptance and forgiveness).

## 2. School protocols for addressing a report of bullying

Aim		How we meet this target
All staff have a clear understanding of what constitutes bullying and are equipped with the knowledge and tools to effectively identify when it is bullying.		This is clearly defined in our 'Anti-Bullying Policy' which is shared with all staff each September and upon induction. In the policy it states that bullying is: <b><i>'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.</i></b> We also have a child friendly version which is shared with the children regularly which is: <b><i>'Bullying is when someone keeps being unkind to another person on purpose. It happens more than once, and it can make the other person feel upset, scared or left out'.</i></b>
Ensure that after all 'reports of bullying' a clear, effective and consistent		Staff understand the definitions of bullying and use the 'Flow Chart Response to Bullying' in response. Staff also understand that all incidents of 'bullying'

response is followed, clearly documented and 'closed off'.		<p>will be investigated by a small, designated group of staff members (HT, SLT or ELSA) to maintain a consistent and thoughtful response to incidents by adhering to our clearly defined steps and procedures.</p> <p>The 'Bullying Incident Report Form' is used to record the event/s and a log is made on Bromcom in line with our 'Behaviour Support Policy'. Monitoring and reviews take place as per the 'Flow Chart Response to Bullying' using the 'Bullying Review Form'.</p>
Ensure that all children and staff are fully aware of and can reference the distinct roles individual may play in a bullying incident		<p>The school uses whole school visual resources which identify individual roles in bullying incidents e.g.</p> 
Staff engage with <b>all</b> children involved in a bullying incident to help them recognise and understand the impact of their role and help them reflect to inspire positive behaviours in the future		<p>Staff use a consistent response when dealing with a bullying incident using the following approach.</p> <p>Make sure all parties are safe.</p> <p>Listen attentively (no interrupting or formalising response).</p> <p>Summarise and reflect (So what you're saying is that you are feeling ....because.....).</p> <p>Help to find solutions (including a focus on compromise and collaboration, the future and moving forward including apologies, acceptance and forgiveness).</p>

### 3. Pro Active Community Work

Aim	How we meet this target
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<p>The school fosters a strong culture of kindness and inclusivity and actively celebrates this through whole school initiatives and programmes that reinforce these values</p>	<p>The school has high expectations of behaviour which link to our school vision and values of 'Together Everyone Achieves More' through loving one another this is lived out in our golden rule of 'Be kind, considerate and respectful'. Kindness is recognised with the presenting of a half-termly kindness cup and stars of the week certificates.</p> <p>Worship Warriors lead worship based on themes of equality and diversity and we have begun to incorporate 'No Outsiders: We Belong Here' lesson plans to teach diversity and equality.</p> <p>Our school website has a designated 'Anti-Bullying' tab which outlines our response to bullying, our prevention strategies, and how we empower children to resolve conflicts independently. This is reviewed annually.</p>
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