



ANTI-BULLYING POLICY

To be read in conjunction with other child protection policies.

Rationale

Bullying is an unacceptable form of behaviour and when it happens it will not be tolerated. However, where groups of children assemble on a regular basis it is almost inevitable that bullying will occur from time to time. The school recognises that bullying can affect both adults and children.

Definition

Different people refer to differing types of behaviour as “bullying”. It is, therefore, important that our definition is made clear.

What is bullying?

Real bullying is when another person or persons subjects a person to persistent, wilful, aggressive acts, threats or frightening experiences over a period of time.

It can involve:

- physical attacks
- verbal attacks
- name calling
- malicious gossip
- damaging property
- stealing property
- coercion into acts the victim does not wish to do
- isolating
- cyber bullying in children.

Signs of bullying

- Refuse to say what's wrong
- Being frightened of walking to and from school
- Being unwilling to go to school and making excuses to avoid school
- Changing their route to school
- Lack of progress at school
- Having books, clothes and school work destroyed or going missing: having unexplained bruises, scratches or cuts
- Ask for money or begin stealing money
- Becoming withdrawn
- Starting to stammer
- Staring to act out or hit other children

- Becoming obsessively clean
- Crying
- Wetting the bed or having nightmares
- Loss of weight

Where/when can bullying occur?

- One the way to and from school
- During lessons
- During breaks
- Via technology through social networking sites/text messaging

Recognising the differences between boisterousness, bossiness, aggression and bullying

While children are developing social skills there are frequently incidents of antisocial behaviour, of a physical, verbal or emotional nature. These are sometimes referred to as “bullying” but for most young children, the acts are not pre-meditated or directed repeatedly at the same child.

Boisterousness

- uncontrolled, not vindictive.
- high spirits, not unfriendly.

Bossiness

- Bossing whoever is around at the time
- Usually children grow out of it as they mature and learn social skills

Aggression

- hurtful acts, either physical or verbal, usually as a result of anger or self-interest
- not systematic or persistent

whereas

Bullying

- tends to be focused on anyone with a perceived weakness
- there is a wilful desire to hurt physically or verbally to threaten and frighten
- it involves rough, intimidating behaviour

How does bullying start?

Usually one pupil starts bullying a victim. There are often other pupils present. They may:

- Help the bully by joining in
- Help the bully by watching, laughing and shouting encouragement
- Remain resolutely uninvolved
- Help the victim directly, tell the bullies to stop, fetch an adult
- Spreading acts of cyber bullying

Recognition of bullies and victims

Who bullies?

Bullies come from all types of social backgrounds, from all races, from all cultures and both sexes and are found in nursery school right through to adult life.

For some bullies, their behaviour meets their need for excitement, status or material gain. A bully may not be well integrated into his or her peer group and might be experiencing difficulty in making friends; may not be coping well with school work and have unrecognised special needs; may have a low self-image; may have insecure changing home circumstances; may have important adults in their lives that are bullies themselves.

Some bullies appear not to appreciate the effect of their actions and express no remorse. Some justify their actions by describing their victims as deserving of the treatment they have handed out. Some are “anxious” bullies and may well be subject to bullying themselves.

Who are the victims?

Their victims may or may not be obviously different from the accepted norm. Often, the victim is a child who is:

- shy
- not particularly assertive,
- is unlikely to fight back,
- does not have many friends
- is from a different racial or ethnic group
- has an over-protective family environment
- is quite anxious and tearful, the outsider of the group.
- Be different in some way ; has special needs or a disability eg. stammering
- Behaves inappropriately, is intrusive or is regarded by others as a 'nuisance'
- Possesses expensive accessories

Sometimes, the victim has qualities, friendships or belongings which are envied by the bully, but is perceived by the bully as not having the status, skill or ability to counteract or stop the harmful behaviour.

Aims

- To create an attitude of strong disapproval of bullying amongst pupils, staff and parents.
- To identify bullying behaviour in its initial stages and deal with it swiftly and effectively.
- To help both bullies and victims re-integrate into normal, happy co-operative school life.
- To create an ethos of safe internet use including educating parents and staff.

Means

- To have an effective policy and effective staff training on anti-bullying procedures
- To encourage caring attitudes and respect for others through positive school rules and policies (Personal, Social, Moral and Health Education), assembly themes and Religious Education teaching and by making use of publications from appropriate agencies and by involving the School Council.

- To encourage children to challenge the bullying behaviour themselves in the early stages by being assertive, e.g. “I don’t like you doing that and I want you to stop”.
- To advise victims who are unable to cope to:
 - get away from the situation as quickly as possible.
 - tell someone what has happened straight away, make sure an adult knows
 - don’t blame yourself for what has happened.
- To punish, by loss of playtime/privileges, all aggressive behaviour.
- To log playground incidents and take action to stop the situation escalating.
- When bullying persists, to work with the child/children, parents and if appropriate, outside agencies to resolve the problems for the victim and bully whenever possible.
- To have in place procedures and strategies to deal with persistent bullying following the anti- bullying action plan.
- To carry out an annual pupil survey to ascertain pupils' views

Key Points

- Never ignore suspected bullying
- Never make premature assumptions
- Listen carefully to all accounts , several pupils saying the same thing does not mean that they are telling the truth
- Follow up repeatedly, checking that bullying has not resumed
- Offer assertiveness training

Working with Parents

Useful approaches include:

- Regular consultation and consultation
- Providing information about the nature and effects of bullying
- Taking further action wherever necessary including reporting to the police/parents.
- We recognise that we are unable to ensure children to not access age appropriate sites at home but discourage this and will report to other agencies as necessary.

Success Criteria

- The staff continue to detect bullying behaviour at an early stage and take appropriate action.
- Children show peer group disapproval of bullying.
- The large majority of pupils and parents perceive our school as being a safe place where bullying and aggression are dealt with.
- Parents and children feel confident that bullying issues are dealt with quickly and effectively

Monitoring and review

This policy will be monitored by the SLT and reported to governors through the Headteachers report.

The policy will be reviewed every year by the governing body.

Agreed by Full Governing Body:

26th March 2012

Signed by Chair of Governors

Date:

Review Date:

March 2013

Action Plan for dealing with Bullying Incidents

Whenever bullying is identified all staff are asked to be particularly vigilant of bully/bullies and victim/s.

| | Action | Sanctions |
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| Stage 1 Initial identification | <ul style="list-style-type: none">• The class teacher talks to the victim about who is involved in the bullying and about his/her feelings.• The teacher talks to the pupil/s who has/have been involved. If incident has been witnessed this will include some bystanders who joined in but did not initiate the bullying. It is reviewed within one week.• The bully/s are encouraged to apologise to the victim/s.• The class teacher keeps track of incidents and frequency and informs Headteacher. | |
| Stage 2 Bullying persists | <ul style="list-style-type: none">• The class teacher makes it clear to the bully/s that she knows who is responsible and that they can stop their bullying behaviour. The bully(ies) are asked for their ideas about what they might do to bring about the changes. A short time scale is agreed.• The teacher uses Personal, Social, Moral & Health Education time to involve the class in supporting both the victim and the bully and to encourage the peer group to stand against bullying as described in the "means".• Parents of both the bully/s and victim/s are informed. The class teacher's log is maintained. Advice from outside agencies may be asked for. | Loss of play and lunch time play. Loss of privileges. |
| Stage 3 Bullying persists beyond the "cooling off" period | <ul style="list-style-type: none">• Parents of both the victim/s and bully/s are invited to meetings and actions and sanctions are agreed. A review date is agreed.• The class teacher continues with in-class support.• The head teacher keeps a log of all incidents, meetings and agreed action | Loss of play times and lunch play. Separation from main peer group. Delay in arrival/departure from school. Lunch time exclusion. Short-term exclusion. |
| Stage 4 Bullying not resolved | <ul style="list-style-type: none">• Outside agencies (such as Co-ordinator of Behaviour Support Service or Educational Psychologist) are called on for support.• Parental involvement continues with agreed actions, sanctions and regular review meetings. | As at Step 3. Longer exclusion may be implemented (as per LEA guidelines). |

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| | <ul style="list-style-type: none"> • In class support continues. • The head teacher maintains a detailed log. | |
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If bullying is severe or the children involved are very young, Steps 1-3 may need to be contracted.