

GREYSBROOKE PRIMARY SCHOOL



ANTI-BULLYING POLICY

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We believe that bullying exists in all schools and that it is a problem that must be addressed. As a school, we are committed to :

1. looking after the welfare of all pupils by providing a safe and secure environment.
2. note issues of concern raised by staff, parents or pupils (these actions being monitored, investigated and an agreed course of action being made known and recorded)

Thus:

Any action by an individual or group which causes personal affront or discomfort to another person is unacceptable and may need adult intervention. A caring ethos in the school, which actively discourages such behaviour and praises positive attitudes and behaviour, is a necessity in setting acceptable standards of interaction between individuals. However, we recognise that bullying may take place even within this framework and we all need to be alert to instances of this, and be prepared to show that it will not be tolerated. We believe bullying is any persistent behaviour which causes personal offence or discomfort to a victim. Bullying can be undertaken singly or as a group action and its purpose is to intimidate. Since the oppressor intends the victim to be suppressed, children will not always readily tell of instances and we should be aware and watch for signs of antagonism or a too ready compliance of children within group situations to alert us to any form of bullying.

What is Bullying?

"Bullying is the willful, conscious desire to hurt, threaten or frighten someone else." This can be:

EMOTIONAL

1. Exclusion or isolation from group activities.
2. Name calling or ridiculing-
 - (i) On a personal level.
 - (ii) Of relatives
 - (iii) Regarding clothing.
3. Intimidation by personal size, age, reputation, family etc
4. Racism – overt and implied.
5. Threats.

PHYSICAL

1. Acts of aggression –
 - (i) fighting
 - (ii) sly punches, pushing etc.
 - (iii) use of force to exclude
 - (iv) any kind of intimidating

2. Sexual –
 - (i) unwelcome touching.

- (ii) Explicit sexual language
- (iii) Divulging sexual knowledge / experience it can be verbal or psychological and thrives on a bed of secrecy.

IDENTIFYING BULLIES

There is no unique collection of characteristics that makes a "bully" and this makes them difficult to identify. Victims and witnesses are often reluctant to speak and as a bully can be anybody; we must avoid relying on stereotypical images.

Bullies do have certain things in common:

- (a) they have assertive attitudes over which they exercise little control
- (b) they lack empathy and cannot imagine what the victim feels
- (c) they lack guilt, often rationalising that the victim sometimes deserves the bullying experience.
- (d) bullies might have been victims themselves in the home or school
- (e) characterised by impulsiveness and a strong need to dominate
- (f) They are often aggressive towards parents, teachers and siblings.

VICTIMS

Vulnerability isn't always visible to adults. The victims may look like any other children. Recognising likely victims is also difficult. Bullies pick on vulnerable children but it is often hard to judge in advance who might be seen as vulnerable. In some cases, children who are different in appearance are targeted but in other cases, there is no apparent reason.

Victims do tend to be pupils who:

- (a) are new to the class or school (although as teachers, we recognise that occasionally this child may be the bully).
- (b) are different in appearance, speech or background to the other pupils.
- (c) suffer from low esteem (is this a cause or effect of bullying?)
- (d) demonstrate "entertaining" reactions when bullied e.g. tantrums, loss of control.
- (e) are more nervous or anxious
- (f) want to be part of a "friendship" group

The victim may be just the child who is in the wrong place at the wrong time, and who reacts wrongly. The victim can be somebody seeking regular attention which in itself may perpetuate the bullying.

Results of bullying may lead to emotional distress which can have a variety of outcomes such as:-

- (a) absenteeism
- (b) childhood depression
- (c) suicide

GUIDELINES FOR IMPLEMENTING THE POLICY

- (a) The policy should be displayed as a constant reminder to the children
- (b) Staff should consistently implement policy
- (c) It can be reinforced through Collective Worship, RE, PSHE & Citizenship e.g.
 - Stories which:
 - (i) identify forms of bullying
 - (ii) give strategies to deal with bullying
 - (iii) illustrate positive forms of group behaviour
 - (iv) are the basis for drama sessions.
- (d) Through discussion on topical events e.g. crimes perpetrated against the single, weak or defenceless.
- (e) Public acknowledgement and encouragement towards positive attitudes and behaviour to raise individual self – esteem. (ref. School Enrichment programme).
- (f) Circle Time - develop confidence and awareness of when it is right to disclose information to an adult.

Strategies To Help Children Resist/ Deal With Bullying.

- Walk away from any provocative situation
- Share the problem with a peer group member
- Tell an adult
- Child and teacher to work out positive strategies for resisting bullying.
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Strategies For Staff Dealing With Bullying

- Always listen and give credence to alleged bullying. - Take positive action with all involved.
- Involve parents of all parties to raise awareness.
- Ensure all children know of instances of bullying so that
 - (i) they know that bullying is unacceptable
 - (ii) they must assert individual/ group pressure to protect the victim.
 - (iii) Ensure that the bully is aware of the effect of their behaviour.
 - (iv) Negotiate any punishments that are deemed necessary with both the perpetrator and the victim.

PREVENTATIVE TACTICS

- (a) There must be agreement as to what counts as bullying.
- (b) All staff must act collaboratively.
- (c) Good discipline must be maintained around the school.
- (d) Areas around the school that are potential trouble spots must be identified and monitored.
- (e) Times in the day when **bullying** could occur must be identified and properly supervised.
- (f) A record will be kept of serious incidents and persistent offenders – drawing upon the experience of the SENCO where appropriate. (All racist incidents will be recorded and reported to County).

- (g) Children and parents must know that the school cares about bullying.
- (h) Children must be encouraged to speak out against bullies and to air their worries and concerns.
- (i) New children in our school must be carefully integrated according to their particular needs and circumstances.
- (j) Potential victims must be encouraged to be more assertive and to become more skilled socially.
- (k) Potential bullies must be encouraged to control their aggression and be more emphatic.
- (l) The curriculum should be used wherever possible to transmit messages about what constitutes acceptable behaviour.

POLICY INTO PRACTICE

(1) Acknowledging Bullying and Discussing As An Issue.

- staff (opportunities for discussion and giving of opinions)
- governors (meeting for exchange of information & agreeing policy)
- pupils (awareness training & initial questionnaire)
- parents (information & support).

(2) Curriculum Work.

(3) Work With Individuals.

- training for victims
- counselling for bullies (ref. "Kidscape – a guide for young people")

(4) Playground Opportunities.

- we employ two play supervisors who aim to provide an interesting environment for our children by the structured & organised play opportunities offered.
- Lunchtime Supervisors have regular meetings where policy, practice and concerns are discussed.
- We have a structured system of recording incidents & implementing sanctions & rewards.

CONCLUSION

Bullying which is unchecked, or which teachers seem to condone by ignoring, affects not only those immediately involved but the school in general. A positive and caring ethos demands everyone's involvement in implementing this anti-bullying policy.

Date for Review: Jan 2020

