



## **ANTI - BULLYING POLICY**

**Agreed by Governors:.....Chair of Governors**

**Agreed by Head Teacher:.....Head Teacher**

**First written: June 2004**

**Latest Review: November 2014**

### **Statement of Intent**

Our school motto, Caring for each other, and our values (see footer) underpin all our work in our school and pre-school. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is not tolerated at our school. During our last Ofsted our children, parents and carers told us that there was NO bullying in our school. We are proud of this fact and aim to keep it this way. Also all children felt there was an adult in school who they could talk to if they were worried about anything.

### **What is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching, or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as e-mail & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology i.e camera and video facilities

### **Reasons for being a victim may be:-**

- race / sex / class
- new child in school / class
- lacking close friends
- child with family crises
- disability - or physical difference of any kind

Victims are often likely to be children who are not assertive (timid) unwilling to fight back, loners with few friends, anxious or fearful children, younger children and those outside a group.

### **Reasons for being a bully may be:-**

- victim of violence or abuse
- enjoyment of power / creating fear
- copying behaviour at home or on T.V.
- lack of social skills
- spoilt rotten and expect everyone to do what they say
- feel insecure, inadequate, humiliated.

Bullying occurs in children from all backgrounds, cultures, races, sexes and ages.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public transport
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

We know that prevention is better than cure. In order to continue to prevent bullying we will:

- encourage the caring and nurturing side of children
- work for a caring, co-operative ethos (home corner, paired, group work)
- discuss friendships
- ensure adequate supervision in playgrounds
- positively encourage caring and discourage bullying
- encourage the confidence to report or tell an adult
- tackle initially with a 'no blame' policy where blame is not given but where the underlying problem is discovered and the victim has a chance to voice how the bully's behaviour makes them 'feel' and visa versa
- Keep a careful look out for any signs of bullying

**Recognise the difference between:  
Bullying/Bossiness and Bullying/Boisterous behaviour.**

**Bullying**

Focused on younger, smaller and timid children, increasingly relying on threat and force.

**Bossiness**

Bossing whoever is around at the time. Usually grow out of it as they mature and develop social skills.

**Bullying**

Play spoiling other children's activities. Showing violence and hostility. Rough intimidating behaviour.

**Boisterous behaviour**

More natural, uncontrolled. High spirits, not unfriendly.

**Informal Procedure for tackling bullying should we spot signs of it**

- Be aware and tackle any racist or sexist language i.e. Equal Opportunities Policy.
- Give support to both victim and bully. Victim needs self esteem and self value. Bully needs to work with others (co-operation rather than competition). Do not bully the bully – find out why they are bullying.
- Reward non-aggressive behaviour in school.
- Follow up, to support victim and prevent recurrence.
- Make clear to parent, the unacceptability of bullying i.e. no 'hit him back' attitude.
- Use peer group pressure, and disapproval.
- Help children to see others point of view. 'How would you feel if....?'
- Make them aware of newcomers/loners.

**Tackling Bullying**

**The No Blame Approach**

This approach aims to tap into the children's capacity for empathy; using the way they feel rather than relying on external rewards or sanctions. Parents who feel that such an approach is too "soft" on the bully, may need help to see that making children *want* to change is much more likely to be effective in the long run than instant punishment which are quickly forgotten. Both of these approaches pay little attention to what "actually happened"; they are more interested in moving things on than going over the past.

**This method involves the following steps.**

1. *Interviewing the "victim" individually, getting them to describe how they feel.*  
Use poems / pictures etc. How would they want the others to feel about them? Identify who the others are and get the victim's permission to proceed.
2. *Convening a group of all those involved, other than the victim.*  
Include by-standers and "passive condoners" as well as those most directly involved. Try to get a "healthy" group, including some who have sympathy for the victim. Explain that no-one is going to be punished or blamed. Explain how the victim is feeling and how the group is going to try and address these feelings together.
3. *Asking members of the group to make a commitment to doing something to improve the relationship with the victim. Use the group to reinforce the promises made.*
4. *Leaving it up to them.*  
It might be necessary to give the victim a way of letting you know how things are going.
5. *Following up more formally later by reconvening the group.*

**NB. This Policy should be read in conjunction with the Safeguarding Children's Policy**