

Milldene Primary School Anti-bullying Policy

Aim

We encourage children to respect and value themselves and others so that all of our children will feel happy, safe and secure at Milldene School.

Definition

Bullying is deliberately hurtful – including aggression. It is repeated over a period of time and is difficult for victims to defend themselves against.

Bullying can take many forms, but the three main types are:

- physical – hitting, kicking, taking belongings;
- verbal – name calling, insulting, making offensive remarks;
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

Bullying may also be by race, gender or disability.

Prepare children for definitions of -

- name calling and nasty teasing;
- threats and extortion;
- physical violence;
- damage to belongings;
- leaving pupils out of social activities deliberately and frequently;
- spreading malicious rumours.

Defining bullying with KS1 children

It is bullying when people:

- hurt others on purpose – especially by hitting or kicking;
- say they will hurt other people;
- tease others unkindly;
- call people names;
- take other people's things, spoil or throw them away;
- say unkind things about others, whether true or not;
- prevent others from joining in their work, play or group activities.

It is not bullying when people:

- hurt others by accident;
- don't know other people want to join in;
- won't let other people have their own way;
- ask others to wait their turn;
- want others to go by the rules;
- borrow or use other people's things without asking, especially if they do not realise the things are not for general use.

Defining bullying with KS2 children

It is bullying when people:

- deliberately hurt others time after time, especially when people are unable to defend themselves;
- tease others especially when the person getting teased begins to feel unhappy about it;
- call others names, especially when the names are about how people look, eg. race, colour, appearance, culture, gender, ethnic origin, or any form of disability;
- threaten that they will hurt others;
- try to take other people's possessions or money by force;
- demand that others give them money or possessions;
- force others to do things they know they should not do;
- hurt others physically;
- spoil, damage, take or throw away other people's belongings;
- leave people out of play, groups or other social activities deliberately and frequently;
- exaggerate tales or spread rumours particularly when meaning harm to the person;
- act maliciously towards others, openly or by stealth;
- make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate them.

It is not bullying when people:

- borrow things and forget to return them;
- ask if they can join in;
- call people by a name they are happy with;
- hurt others accidentally;
- give good reasons why others cannot be included in a group activity.

Strategies for prevention

Promoting positive values:-

- circle time;
- circle of friends – when relationships are built around a vulnerable pupil. This method is first explained to that pupil and the parents, whose agreement and support are essential;
- befriending (from age 9). This involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred;
- friendship tree/book etc;
- modelling respectful behaviour;
- co-operative/collaborative learning;
- display;
- rewards;
- special assemblies;
- raising awareness;
- observation;
- using the curriculum- to raise awareness about the anti-bullying policy, to increase understanding for the victims and help build an anti-bullying ethos, to teach children how constructively to manage their relationships with others. Use of the video 'The trouble with Tom';
- use of literature – see Appendix A;
- record keeping;
- defining the role of the teacher;
- negotiating procedures with children;
- improving the environment;
- involving non-teaching staff;
- involving the parents.

Reporting bullying

Report incidents as soon as possible to the adult on duty and playtimes. Report to the Classteacher who will decide if and when this is to be referred to the Headteacher.

Responding to bullying – how and who follows up

The adult to whom the bullying is reported will follow up the complaint initially. If the bullying continues it will then be followed up by a senior member of staff.

Dealing with the incident – eg the no blame approach

1. Take an account from the victim. Note especially how the victim feels and allow him or her to express these feelings in pictures or writing. Give the victim the opportunity to face the bully/bullies and tell them how s/he feels. Most children will need to rehearse what they are going to say and understand the neutral role of the adult. They will need to be reassured that the perpetrators are less likely to continue to bully them if this method is used. (Some children may not want to take part). (It is difficult to get an account that is accurate, but what is true is the feelings of the incident).
2. Arrange a meeting of all those involved in the bullying. If only one or two children are involved, include the observers or those who colluded by failing to intervene.
3. Ensure by body language and surrounding that the children do not get the impression that they are in trouble. If this cannot be done explain immediately that they are not in trouble but that there is a problem to be shared and solved. Explain or let the victim describe his/her distress.
4. DO NOT ATTRIBUTE BLAME. Ask all the group members for suggestions as to how they might help. List all the ideas. DO NOT attempt to extract a promise of improved behaviour or threaten sanctions
5. tell the group that you will see them individually in about a week to find out how things are going.
6. convey throughout the process your belief that the young people involved are not 'bad' and are capable of considerate behaviour.

Advice to children

- ☺ Stick with a group – never be last to leave
- ☺ Stay in sight of peers and adults when possible
- ☺ Don't give 'free entertainment' – turn your back and walk away
- ☺ Try to stay calm – practise this
- ☺ Think about arriving earlier, later or choosing a different route
- ☺ Leave expensive items at home – do not boast about possessions
- ☺ Could you change your behaviour in some way
- ☺ Ask a friend to accompany you
- ☺ ALWAYS TELL SOMEONE

Advice to parents of the 'bully'

- ✓ explain the seriousness
- ✓ explain the effect the behaviour has
- ✓ criticise the behaviour NOT the child
- ✓ praise your child for any good behaviour
- ✓ give rewards when targets are met
- ✓ explain that you are working with the school
- ✓ believe that your child's behaviour can change
- ✓ listen to your child
- ✓ encourage friendship

Advice to parents of the 'victim'

- ✓ encourage your child to talk
- ✓ sympathise but do not over react
- ✓ assure them the bullying will stop
- ✓ say there is nothing wrong with them
- ✓ ask if they can alter the situation

- ✓ discuss and rehearse responses to the teasing etc.
- ✓ encourage a sense of humour
- ✓ build up your child's confidence
- ✓ praise every effort they make to cope
- ✓ encourage new friendships

Where pupils do not respond to preventive strategies to combat bullying further sanctions will need to be taken. These should be consistently and fairly applied. They include:-

- removal from the group (in class);
- withdrawal of break and lunchtime privileges;
- withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- fixed period of exclusion.

Where serious violence is involved, the head teacher can and should permanently exclude a pupil.

Roles and responsibilities of teachers, non-teaching staff, pupils, parents and governors

It is the responsibility of all staff to view allegations of bullying seriously and to investigate or pass on to a more senior member of staff and to follow this policy.

There should be regular reminders of the policy – a low profile policy is easily forgotten.

Positive behaviour management strategies as identified in our 'Behaviour Policy' are used by all staff.

Governors will monitor the policy and practice through visits to the school and reports to the Curriculum and Pupil Related Matters Committee.

Parents are informed of their and schools responsibilities in the Home School Agreement.

Monitoring and evaluation of policy and practice

Incidents of behaviour are logged by MDAs in the 'Incident' book or on an 'ABC' form and brought to the headteacher's attention. The Headteacher records incidents and how they are dealt with in a behaviour file. This file is reviewed annually, and logs removed if no further incidents. This data, in conjunction with observations of playground and classroom behaviour, will be used to monitor the policy and practice of our Anti-bullying policy.

Data from monitoring and feedback will be used to review and update the policy once every school year

Other related policies:-

- Behaviour Policy
- Lunchtime Policy

Appendix A.

Children's literature as an anti-bullying resource:-

- A good book is one where the characters are confronted by problems or situations, and where at the end they have learned something about themselves, each other or the world around them.
- The quality of the language transports children into another world, time, situation
- Illustrations do more than fill the gaps in the text by giving the storyline a wealth of detail which would, if written in the text, swamp the storyline.

What you can achieve by using children's literature:-

You can put or take children into situations which you could not, or would not, in real life.

You can help children to:-

- Look at different kinds of problem solving used by people with different personalities
- Develop empathy by children standing in someone else's shoes
- Know how to tell someone about their feelings
- Know the dangers of mis-reading someone else's feelings
- Practice decision making skills and refusal in a variety of situations
- Be reflective about what has happened and use that reflection in a variety of situations.

You can also help children to recognise that:-

- The strength and power of friendship
- The need for people to feel valued and accepted
- That feelings can rule actions and that actions have consequences
- Pressure and persuasion for what they are.

All this can be achieved in a non-threatening, safe context because eventually the story book will be closed.