



Opening minds, learning through challenge and celebrating God's world

POLICY FOR ANTI-BULLYING POLICY

Reviewed: January 2019
Review Due: Spring 2021

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- Single Equalities Policy.
- Inclusion Policy
- SEND
- KCSIE
- Positive Behaviour Policy
- Communication Policy
- Complaints Procedures
- Attendance Policy

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

ANTI-BULLYING POLICY

INTRODUCTION

All children at St Luke's are entitled to an education free from humiliation, oppression and abuse. It is our responsibility as professionals to ensure that learning takes place in an atmosphere which is caring, protective and free from bullying. The whole ethos of our school is that of promoting tolerance, understanding and courtesy to all fellow human beings regardless of any difference.

AIMS

- ❖ to prevent bullying
- ❖ to deal with bullying if it occurs
- ❖ to build on the school's Positive Behaviour policy
- ❖ to fit in with the school's social education policy.

DEFINING BULLYING

There are several definitions of bullying all of which seem to say that bullying relates to:

"the wilful, conscious desire to hurt, threaten or frighten someone else by exerting power over a victim where such behaviour is difficult to defend against."

"the repeated intimidation of a victim which is intentionally carried out by a more powerful person or group in order to cause physical or emotional harm."

Such behaviour is not acceptable at St Luke's C E Primary School.

THE NATURE OF BULLYING

Bullying can be physical or verbal: forms of bullying also include rude gestures, intimidation, extortion, name calling including racial taunting and sexual harassment. The weapons of the bully include threat and fear.

THE SEVERITY OF BULLYING

Bullying ranges from horseplay to vicious assault. At the extreme children have been physically maimed, left home or driven to suicide.

THE FREQUENCY OF BULLYING

Bullying can take place several times a day or week, or even go on for years.

THE MOTIVATION OF BULLIES

The bully gets pleasure from generating pain, fear or humiliation from others. Even children as young as three or four have learned that aggressive behaviour can help them to get their own way, sadly they may also have learned that creating fear in a victim is a rewarding experience.

BULLYING OR BOSSINESS?

Bullies often focus on younger, smaller or timid children whereas a bossy child will boss whoever is around at the time. Most young children grow out of bossiness as they become more self-controlled and learn social skills of negotiation and compromise. By contrast the bully increasingly relies on threat and force.

BULLYING OR BOISTEROUS PLAY?

Play is a natural part of childhood but becomes bullying when children's natural activities are spoiled through violence or hostility which continues after the initial occurrence.

BULLYING AND THE SEXES

Research suggests that three times as many boys are bullies than girls. This may be misleading as boys tend to be more prepared to admit aggressive behaviour as it can be perceived as masculine. Evidence implies that both boys and girls use teasing as a means of bullying. Boys are more likely to use physical acts whereas girls are more inclined to employ more subtle means such as exclusion from a social group.

SUPPORTERS OR SPECTATORS?

Bullying can be carried out by an individual or a group. Many bullies try to get other children involved in their activities.

THE ROOTS OF BULLYING

Children who grow up with parents who abuse them learn the lesson that aggression and violence are appropriate and effective means of getting your own way and dominating others. Aggression can be transmitted from parent to child thus perpetuating the cycle of conflict. Research shows that a high proportion of bullies perform below their potential in school and in adult life become violent parents and citizens.

IS THERE A TYPICAL VICTIM?

Not necessarily and so care should be taken over applying observations about victims of bullying though research does show a pattern.

- ❖ They are more anxious, insecure, sensitive and quieter than others of their age;
- ❖ Many are lonely children (often by choice) yet have positive relations with their parents;
- ❖ They can find it difficult to assert themselves in peer groups, and
- ❖ They are often physically weaker and younger than their persecutors.

THE CONSEQUENCES OF BULLYING

The long term effects of persistent bullying can make children feel isolated and wonder what is wrong with them. They may begin to feel that they deserve teasing and harassment, so that they become withdrawn and less willing to take social, intellectual or vocational challenges and adventures.

PREVENTION IS BETTER THAN CURE

"Children complain that teachers are not interested when they are victims." (Anti Bullying Campaign, 1991)

It is important that we do not leave ourselves open to this criticism.

At St Luke's we firmly believe that preventatives are the way forward. We believe it is important to have the right ethos as identified in the caring code with recognisable channels for the children to use, to seek help and share confidences with any member of staff. It is also vital that children are given the opportunity to consider issues such as bullying within the safety of their classroom. Our philosophy regarding bullying is embedded in the curriculum through Personal and Social Education, Religious Education, Collective Worship and cross-curricular themes. Issues relating to bullying are addressed by class teachers through worship, role play, discussion and story.

PARENTAL INVOLVEMENT

It is important to ensure that the parents/carers of all parties involved in a serious or recurring incident are kept informed and involved throughout. Family and school need to deal with the matter together and be mutually supportive.

PROCEDURES FOR DEALING WITH BULLYING

Awareness drawn to incident:-

- ❖ reassure the victim
- ❖ make it plain to the bully that you disapprove
- ❖ encourage the bully to see the victim's point of view
- ❖ consider the seriousness of the incident - does your action need to be private or public?

i. Mild incident deal with by you

- be careful as to how you sanction the bully
- explain clearly the sanctions and why it is being given
- inform the class teacher who will record in Incident Book if necessary

ii. More serious incident or recurring incident

- involve senior management who may delegate accordingly
- record details on an individual sheet (Appendix 1a)
Who? What? Where? When?
- encourage both the bully and the victim to record events in writing

The Headteacher will:-

- Inform the parents/guardians of both parties and invite them into school to discuss:-
 - the situation
 - the action being taken including counselling and sanctions
 - the possibility of exclusion
 - how they can support this action and other help they may be able to give their child at home
 - encourage them to keep a diary of events for reference
 - emphasise the school has an 'open door' policy
- record any further developments which will be useful for future reference
- allocate both parties a person to whom they can talk in confidence.

If the bullying continues, despite guidance, the Headteacher will decide if there is a cause to exclude the pupil (see Positive Behaviour Policy).

... investigate "all sides sympathetically and constructively . . . Many, if not all, bullies are merely mishandling quite common feelings of fear and inadequacy."
(Anti-Bullying Campaign, 1991).

PROCEDURES FOR PARENTS TO FOLLOW

- Inform:-
1. Classteacher
 2. Headteacher

The above are written in order of contact. If you feel dissatisfied with the attention the school gives to your case the Headteacher will inform you of further channels that are open to you.

It is useful to keep a diary of incidents (names, places, times, injuries, doctors). This makes following up an incident more straightforward than when relying on memory alone.

Be supportive of the strategies the school sets in operation and be realistic in your expectations - bullying problems develop over time and will, therefore, take time to resolve.

Spend time listening to your child and show a consistent level of interest in all his/her activities. Bullying does not occur only within school grounds or within school hours.

Depending upon the extent of the problem it may be of value to set up a school support group. These have been found to be effective in helping both victims and bullies and their families and may involve social workers as well as teachers.

... the most important thing is to work constructively with the staff to make things better for your child ..."

PROCEDURES FOR WELFARE STAFF

Awareness drawn to an incident:-

- ❖ does your action need to be private or public?
- ❖ reassure the victim
- ❖ speak calmly and clearly to the bully making it plain that you disapprove of their behaviour
- ❖ listen to what all parties have to say in turn
- ❖ encourage the bully to see the victim's point of view.

Consider the seriousness of the incident and act accordingly.

Mild incident

Deal with the incident yourself using the above strategies and give a verbal warning or a sanction, explaining why you are doing so.

More serious incident

Involve the Senior Supervisor who will then deal with the matter herself and later inform the class teacher as a point of information.

Serious/recurring incident

Involve the Senior Supervisor who will then involve Senior Management who will deal with the incident following the procedures set out on page 5.

APPENDIX 1a)

Incidents of Bullying

Date

Incident

Action/Follow Up:-

Teacher/Staff reporting:-

Headteacher Date

NB

Please underline or note below the names of the principal children involved, especially the bully and the victim.

APPENDIX 1c)

Signs and Symptoms of Being Bullied

Physical signs:

- ❖ injuries that are not adequately explained by the pupil, eg teethmarks from a bite
- ❖ current bruising/injury and a history of bruises and 'accidents'
- ❖ injuries getting progressively worse, or occurring in a time-pattern (eg every Monday morning, or after visits to . . .)
- ❖ bruised eyes, especially if both at once. A doctor can usually tell if the injury is spread-bruising from an accidental bump to the nose, or more likely to have been a fist to the eye.

Other signs:

- ❖ poor or deteriorating schoolwork
- ❖ erratic attendance, 'running away' behaviour
- ❖ child's reluctance to come to school or frequent early morning minor illnesses (reported by parents)
- ❖ problems with sleeping, bedwetting, nightmares (reported by parents)
- ❖ complaints of hunger, lacking energy (dinner money may be stolen)
- ❖ possessions (including schoolbooks) often 'lost' dirtied, destroyed, spectacles often broken
- ❖ reluctance to go into playground/desire to stay around adults
- ❖ reluctance to attend school medicals
- ❖ reluctance to walk home at the same time as other pupils, or use the school bus
- ❖ unhappy, withdrawn demeanour, and/or isolated behaviour
- ❖ a new tendency to stammer
- ❖ lack of appetite, anorexia, bulimia; excessive 'comfort eating'
- ❖ aggressive eruptions/tantrums (still occurring after age of three)
- ❖ constant attention seeking over-pleasing/compliant behaviour
- ❖ indications of alcohol, drug or substance abuse
- ❖ promiscuous sexual behaviour
- ❖ attempted suicide.

Finally, a pupil with:

- ❖ unlikely excuses to explain any of the above, or refusing to give any reasons.

APPENDIX 1d)

Accepting reports of alleged bullying from pupils

- ❖ Attend to what is being said, without displaying shock or disbelief. Be patient; wait during any silences; prompt gently "and?"
- ❖ Accept what is said. ('Believe is too strong; the allegation may be false; keep an open mind.)
- ❖ Annotate. Jot down notes. (See 'notes' guidance at the end of this sheet.)
- ❖ Allay fears: reassure the pupil that s/he was right to tell you. (But don't promise confidentiality, as you may need to refer to others, staff/parents/social services/police.)
- ❖ Assuage any guilt. Reassure the pupil that:
 - i. Its not the pupils fault that s/he was bullied; s/he is not the only person to have suffered
 - ii. If the pupil who bullied 'gets into trouble', it is his/her own responsibility/fault, never the fault of the pupil who rightly complained.

Response guidelines

- ❖ Do not ask 'leading questions, eg "what did s/he do next?" (This assumes s/he did.) Instead ask open questions such as: "Anything else to tell me?" or prompts such as "yes", "and?"
- ❖ Do not criticise the perpetrator(s) in personal terms (eg, "naughty, wicked child") only their behaviour (eg "bullying is not acceptable". Remember that reconciliation is an aim.
- ❖ Explain what you will do next (eg talk to . . .)
- ❖ Offer support; explain that the pupil can have you, or another chosen pupil or adult, to support him/her in any later talks if they are needed.
- ❖ Try to see the matter through yourself but, anyway, keep in contact with the pupil.

Note-taking guidelines

- ❖ Preferably, make some very brief notes at the time, on any paper at hand, and write them up as soon as possible. Keep your original notes.
- ❖ Record the date, time, place, any noticeable non-verbal behaviour, and the words used by the pupil, rather than re-interpreting them yourself.
- ❖ Record statements and observable things, rather than your 'interpretations' or assumptions. (Remember, also, that parents may wish to see your notes.)

A final point

- ❖ Relax (or try to)
- ❖ If this is a serious, upsetting case, you might need some support for yourself; if so, ask for it.

APPENDIX 1e)

Talking with pupils who have, allegedly, been bullying

In dealing with those who bully, there are three positive aims:

- i. to stop the bullying behaviour, immediately
- ii. to re-educate the pupils' attitudes and behaviour for the future
- iii. to reconcile the pupils involved, if possible:

Approaches to talking with pupils

a) Common Concern method (Anatol Pikas, of Sweden, 1989)

Aim: to elicit a feeling of 'common concern' for the well being of the bullied pupil (without expressing it directly).

The method is based on the following:

- ❖ a non-blame stance towards those who have been bullying
- ❖ short 'therapeutic talks' (10-20 minutes)
- ❖ an individual approach (even when a group has bullied together)
- ❖ a conflict-resolution/problem-solving approach, rather than a blame/punishment-orientated approach.

Outline sequence of the 'therapeutic dialogue':

- i) Non-blame start: "I understand you've been mean to . . ."
- ii) Request information: "What happened?"
- iii) Close and move forward: "That's probably enough about it for now."
- iv) Resolve conflict/problem: "What can you do to improve things? What do you suggest?"
The aim is for at least a 'live and let live' relationship between the pupils, if not reconciliation.
- v) Agree and arrange follow up: agree some approach/action (apology, recompense, etc);
"We will meet in a week's time to review." Arrange time and place for review meeting.
The review meeting might begin: "Can you tell me how you've been getting on?"

b) Non violent conflict resolution (Jamie Walker, 1989)

Aim: to promote non-violent (non-bullying) ways of resolving conflicts between people.

Features of this approach include the following:

- ❖ violence is condemned (verbal violence as well as physical)
- ❖ the need to find a win-win solution to conflict, that is one in which "both sides at least partially meet their own needs".

c) Self-awareness and responsibility approach (Eve Brock, 1992)

The assumption underlying this approach (based on phenomenological psychology) is: that every action has meaning for the actor; that action is driven by need or want, and that there is always a 'pay-off', a reward-based reason why people behave in a particular way.

If the need and the pay-off of any action can be established, alternative positive ways of meeting the need can be found and used to replace the (anti-social) behaviour. The emphasis is on growing self-awareness and self-responsibility.

Aims:

- ❖ to elicit from the pupils what it is they get from bullying (their pay-off), whether they need it, and how they might get it in alternative, positive (socially acceptable) ways
- ❖ to agree a programme to help pupils towards achieving their (appropriate) needs/wants. (A group or individual approach is possible; also this can be used with a whole class as a Personal and Social Education exercise.)

Outline dialogue

- i) "What do you get out of bullying?" (eg power, money, status, feeling good, feeling superior)
- ii) "Do you really need that?" Is it an acceptable need/want morally?
- iii) "How else might you get it?"
- iv) "What can you/I plan to enable you to work towards getting it?"

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