St. John's C.E. Primary School

Policy: Anti Bullying Policy

Reviewed: July, 2016

Future Review: July, 2017

This policy should be used in conjunction with the school policy for managing behaviour as well as other school policies linked to safeguarding.

OUR VISION STATEMENT

With God's help we will find our gifts, develop our strengths and share them with others
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Understanding what bullying is and strategies for dealing with bullying are taught across the school as appropriate to age. Our school ethos, policies and schemes of work for PHSE and Worship closely support and guide appropriate and caring behaviour of everyone.

Our school is especially sensitive to children who find themselves being bullied and has a zero tolerance policy towards bullying.

Bullying is defined as:

There are many definitions of bullying, but most have three things in common:
> It is deliberately hurtful behaviour
> It is repeated often over a period of time
> It is difficult for those being bullied to defend themselves

With these 3 things in common bullying can verbally, physically or psychologically, hurt, intimidate or embarrass another person, often over a period of time.

We recognise that bullying can occur anywhere.

Where bullying goes unchecked in schools:

- Children are unhappy; and they may feel unsafe;
- Children find it difficult to learn and achievement suffers;
- Children are provided with negative role models for adult life;
- Children are impoverished, morally, spiritually and culturally.

It must, therefore, be the aim of the school to become bully free. This document provides a framework for achieving this aim.

What is a bully?

- A bully can be a boy, a girl, a man or a woman.
- S/he hurts others, either physically, mentally or emotionally – often over a period of time.
- Often his/her actions will be without provocation.
- S/he will abuse power.

What is a victim?

- A victim can be a boy, a girl, a man or a woman.
- S/he is hurt, either physically, mentally or emotionally – as a result of the bullying behaviour of other.
- S/he may or may not behave in such a way as to provoke bullying behaviour in others.

N.B. We should be particularly sensitive to vulnerable children i.e. SEN, EAL, children who are new or who have a disability)

Physical and psychological bullying

Physical bullying may include:

… punching, kicking, slapping, pushing, forcing others to fight, spitting, damaging property …

Psychological bullying may include:

… verbal abuse, racist abuse, sexist abuse, "mickey-taking" (particularly involving family, appearance, clothes, abilities), spreading rumours, "sending to Coventry", isolating, stealing/demanding money, calling of names/nicknames, (without the person's consent), taking away someone's control, dirty looks, staring, whispering, giggling, threats …

Those who collude by failing to intervene can also be guilty of bullying.

"*… before I can live with other folks I've got to live with myself. The one thing that doesn't abide by majority rule is a person's conscience.*" (Atticus Finch in Harper Lee's *To Kill a Mocking Bird*)

"*.. but everyone else was doing it, miss.*" (heard in every school around the world!)

Cyber Bullying (Please see E-Safety Policy)

Guidelines for Teachers

The teacher should meet the victim, focusing in particular on the effects of the bullying: the victim should be encouraged to express his/her feelings. Where the victim is clearly being provocative, the teacher may begin to develop strategies with him/her for reducing the level of provocation.

The teacher should then meet with the instigator/s and, rather than attempting to apportion blame, emphasises that there is a shared problem which the instigators can help to solve. In outlining the problem, the teacher should make it clear that the instigators are responsible for the victim's feelings and can do something about them.

The teacher and instigator/s should develop a shared action plan.

All parties should be encouraged to speak to the teacher on a regular basis to indicate the progress that is being made.

A formal review should take place after one week; and after that, the situation should continue to be monitored.

All incidents of bullying, together with the strategies employed for dealing with the problem should be carefully logged.

Parents should be involved at all stages.

Guidelines for dealing with incidents of bullying

For Teachers

Watch for early signs of distress in students – deterioration of work, spurious illness, isolation, desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying.

Listen carefully to and record all incidents.

Offer the victim immediate support and help by putting the school's procedures into operation.

Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully and his/her parents.

Ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and the beginning and end of the day.

Use all the students as a positive resource in countering bullying and discuss the following advice with form groups. Students can also be used to help shy children and newcomers feel welcome and accepted. Sexual and racial harassment also need to be discussed and dealt with.

For students and teachers

The following points are an important part of a whole-school policy which uses all children and teachers in its anti-bullying campaign. These points should form the basis of tutor group discussions.

- When someone is being bullied or is in distress, take action.
- Watching and doing nothing can suggest support for the bullying.
- Students should inform a teacher immediately if they do not wish to become involved themselves.
- Only accept other people who do not bully others. Bullies will soon stop if they are socially excluded.
- Together, devise some ways of rewarding positive behaviour.