

INDIAN QUEENS PRIMARY SCHOOL

ANTI BULLYING POLICY

To be read in conjunction with the Behaviour Policy

Indian Queens School

Anti-bullying Policy

The Nature of Bullying

STOP = Several Times On Purpose Start Telling Other People

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. It can be physical, either real or threatened. It can be verbal (teasing) and relate to physical, racial, sexual or emotional aspects. It can involve gesture, intimidation or extortion.

Bullying can be carried out by an individual or by a group. Some children bully directly, others will support the bully whilst not taking an active part.

Bullying can range in severity and frequency. It does not have to be either severe or frequent to damage those involved, both victim and perpetrator.

Bullying behaviour can be learnt from an early age from family, friends or the media. A bully gets pleasure from other people's pain, fear and humiliation. A bully can feel benefit from the power exerted over another.

The long term effects of persistent bullying can make youngsters feel isolated and wonder what is wrong with them. They may begin to feel that they deserve the teasing and harassment, so that they become withdrawn and less willing to take social, intellectual and emotional risks, which are essential if they are to fulfil their potential in all aspects of their development.

It is crucial that every effort is made to distinguish anti-social behaviour, thoughtless and immature behaviour, from behaviour that can be recognised as having the characteristics as defined above, and can therefore be categorised as of a bullying nature.

Aims

The school aims:

- to create an environment where children do not feel threatened, isolated, intimidated or upset due to the deliberate actions of others;
- to help children to co-operate with, trust and show consideration for others;
- to develop relationships of trust and openness with adults in school that will make them able to talk about or share difficulties that they have or observe.

Objectives

The school sets out to achieve these aims in the following ways:

- by raising awareness through the curriculum, particularly Personal Social Health and Citizenship Education, Religious Education and assemblies;

- by promoting school values which reject bullying behaviour;

- by encouraging children to play constructively and creatively at break times.

- by ensuring that children and parents to understand what bullying is, and that it is unacceptable and will always be taken seriously.

- by always listening carefully to children and responding sensitively.

- by adopting a 'no blame' approach; (See Actions)

- by providing professional development opportunities and training for staff so that there is a consistent approach to dealing with it in school;

Remedial Support

The school will ensure that the procedures, as identified below, take place and all actions, discussions, meetings and phone calls are followed up for as long as required. This includes the No Blame Approach, peer support, procedure for logging (all discussions are logged and actions agreed and recorded), access to trusted adults, entry into school whilst in playground etc).

The following acronym helps children to understand the difference between 'falling out' or an isolated 'I don't like you' incident and bullying – children are encouraged to remember:

STOP = Several Times On Purpose / Start Telling Other People

Useful links:

www.antibullying.net

http://www.anti-bullyingalliance.org.uk/

www.bullying.co.uk

www.kidscape.org.uk/

Actions

Encourage children to report any bullying that they either suffer or see taking place.

Take all incidents seriously and take action as quickly as possible.

Reassure the victim and offer concrete help, advice and support.

LISTEN CAREFULLY; STAY CALM: GATHER INFORMATION SENSITIVELY

Make it plain to bullies that their actions are disapproved of and encourage them to see the victim's point of view. Look objectively at the situation. Giving bullies the impression that they are '**bad**' is very likely to be counter productive, and may well escalate the problems. What must be fully acknowledged is that the **behaviour** is totally unacceptable.

Involve parents of both bully and victim after a constructive plan of action has been thought through. Consultation with everyone concerned, including listening carefully to the perceptions of the parents, helps to gain a full picture of the situation.

Do not constantly remind the bully of a situation once the matter has been dealt with but ensure that all staff are aware of what has taken place so that they can prevent a recurrence and offer reassurance to the victim.

Follow up all incidents over a period of time.

Ensure that all areas within the school are monitored by staff as far as it is realistically possible –places where bullying can take place should be regularly visited by staff (e.g cloakrooms and toilets). Children must not be permitted access to unsupervised areas.

Work with children who are 'provocative victims' to help them understand that they may be contributing to their own problems and that their behaviour should change. It is vital that they should follow appropriate advice to enable the situation to be effectively dealt with. Retaliation and revenge may confuse the situation to a point where resolving it becomes extremely difficult.

Encourage bullies to understand their behaviour and find more productive ways to 'satisfy their needs'. (i.e. if a child who has felt powerless when bullied, gains a sense of power and control through being the bully – as opposed to the victim - then he or she must be helped to gain a sense of control through other means). REMEMBER – victims can in later life become bullies.

THE 'NO BLAME' APPROACH

- The 'no blame' approach to tackling bullying is based on the premise that negative, punitive measures taken against a bully are likely to promote resentment, and to aggravate rather than solve the problem.

- One member of staff is nominated to be the BP (Behaviour Person) – this is not always the same person in the school.

- In the event of a bullying incident (please remember this will be dependant on the age and ability of the children involved):

- The BP is informed about the situation.

- The BP has a meeting with the bullied child, explains the no blame approach and the reasons for it, and obtains permission from the child to arrange a meeting with the bullying child(ren) and any spectators (anyone with information or observations who can help). The BP makes notes about the child's feelings and anxieties.

- A list of all the spectators and bullies is drawn up, and all are invited to a meeting, including the bullied child.

- The meeting takes place, led by the BP.

- The first point made is that it is a meeting not a telling off. The tone set is a friendly one. "We have a problem, let's see if we can solve it." Make clear that the people invited to the meeting are there because they may be able to help and that nobody is in trouble.

- The BP explains that the bullied child is unhappy and describes the feelings and anxieties expressed at the previous meeting. A discussion takes place to try to understand how the situation has arisen – though no one is held responsible or 'blames'.

- The BP asks for ideas from the group about how we can stop this person feeling like this. The children's responses should be written down.

- From this meeting a list of actions and agreements should be drawn up. Everyone involved should know exactly what they have agreed to do to resolve the situation and support the bullied child. Support for the bullying person should also be identified to minimise the perceived need by the bully to behave inappropriately.

- A further meeting should be arranged to monitor in the situation. This should be continued until the bullied child(ren) agrees the situation has been resolved. A clear agreement should then be made about what to do in the event of any further concerns arising. Confirmation should be sought from the bullying child(ren) that their needs have also been met and that the support for them has also been appropriate – again an understanding should be reached as to what to do / who to go to if in need of further support.

PLEASE REMEMBER THE TRUSTED ADULT SCHEME WHERE ALL PUPILS HAVE IDENTIFIED 2 ADULTS WITHIN THE SCHOOL THAT THEY TRUST TO TALK TO IF THEY ARE WORRIED.

ANY INCIDENT OF BULLYING WHICH INVOLVE RACIST BEHAVIOUR MUST BE REPORTED SEPARATELY AND TREATED WITH THE UTMOST SERIOUSNESS.

Prevention

The school actively works to prevent incidents of bullying. These include:

Specifically trained staff who are able to actively work with 'vulnerable' pupils
Anti-bullying weeks
Assemblies
Trusted Adult Scheme
Circle Time
R Time
Pupil conferencing

Class conferencing
Liaison with community police regarding rights and responsibilities
E-safety work

Evaluation of Policy and Practice.

The subject will be discussed at regular times, eg. breakfast briefing meetings, support staff meetings, whole school staff meetings, school council and at least half termly at administration meetings. Regular assemblies, opportunities for children to understand more about bullying and how to deal with it will also take place.

This Policy is reviewed annually.

Bullying - A Charter for Action

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis.

✓ Supports **staff** to identify and tackle bullying appropriately.

✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively.

✓ Reports back quickly to **parents/carers** regarding their concerns on bullying.

✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant statutory/voluntary organisations** when appropriate.