



Anti- Bullying Policy



**Landhead Primary
School**



Reviewed and updated March 2016

Landhead Primary School

Anti-Bullying Policy

“It is the policy of Landhead Primary School to safeguard the welfare of all children by protecting them from physical, sexual and emotional harm whilst in our care.”

(Landhead Primary School Pastoral Care and Child Protection)

Aims of Anti-Bullying Policy

- To try and prevent bullying occurring
- To deal with bullying if it occurs
- To build on the school discipline policy
- To encourage children to respect each other's rights
- To raise awareness about bullying
- To establish procedures for dealing with cases, or suspected cases, of bullying
- To identify the specific responsibilities of teachers, pupils, ancillary staff and parents
- To encourage teachers to integrate anti-bullying ideas within their lessons

Rationale

Landhead Primary School believes that bullying is anti-social behaviour which is divisive and if not dealt with promptly and efficiently leads to poor relationships between staff and pupils. If left unchecked it can have a detrimental effect on the school and community. Staff will deal swiftly and efficiently with all forms of bullying.

What is bullying?

Bullying takes many forms. It can be short term or can continue over years. Bullying can be physical, verbal or expressed through threatening body language. It can be overt or subtle. The ambiguity or uncertainty means that nothing can be taken for granted and Landhead Primary School will endeavour to provide a consistent approach to bullying through strategies to identify forms of bullying and procedures to deal with cases.

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms; physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else.

To do this the bully has power over the victim, a power not always recognisable to the teacher. All bullying is aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying. There is no 'typical' picture of a bully and staff should be careful not to think in terms of a stereotype. Bullying in the form of emotional or psychological aggression is less visible to the teacher, but very painful to the victims. Any behaviour which is the illegitimate use of power in order to hurt others is bullying behaviour.

Stereotypes

Male bullies tend to use threats of violence or actual physical intimidation, while female bullies prefer verbal malice or exclusion of the victim. This may well be the case but some male bullies prefer verbal tactics while some females prefer to physically attack their victims. This contradicts the stereotype. Older bullies may be more likely to use words or social ostracism. Very young children can use aggressive behaviour to get their way.

Links to other School Policies: Pastoral Care, Child Protection and Safeguarding, Discipline and Positive Behaviour, Acceptable Use of Internet.

Recognising Bullies

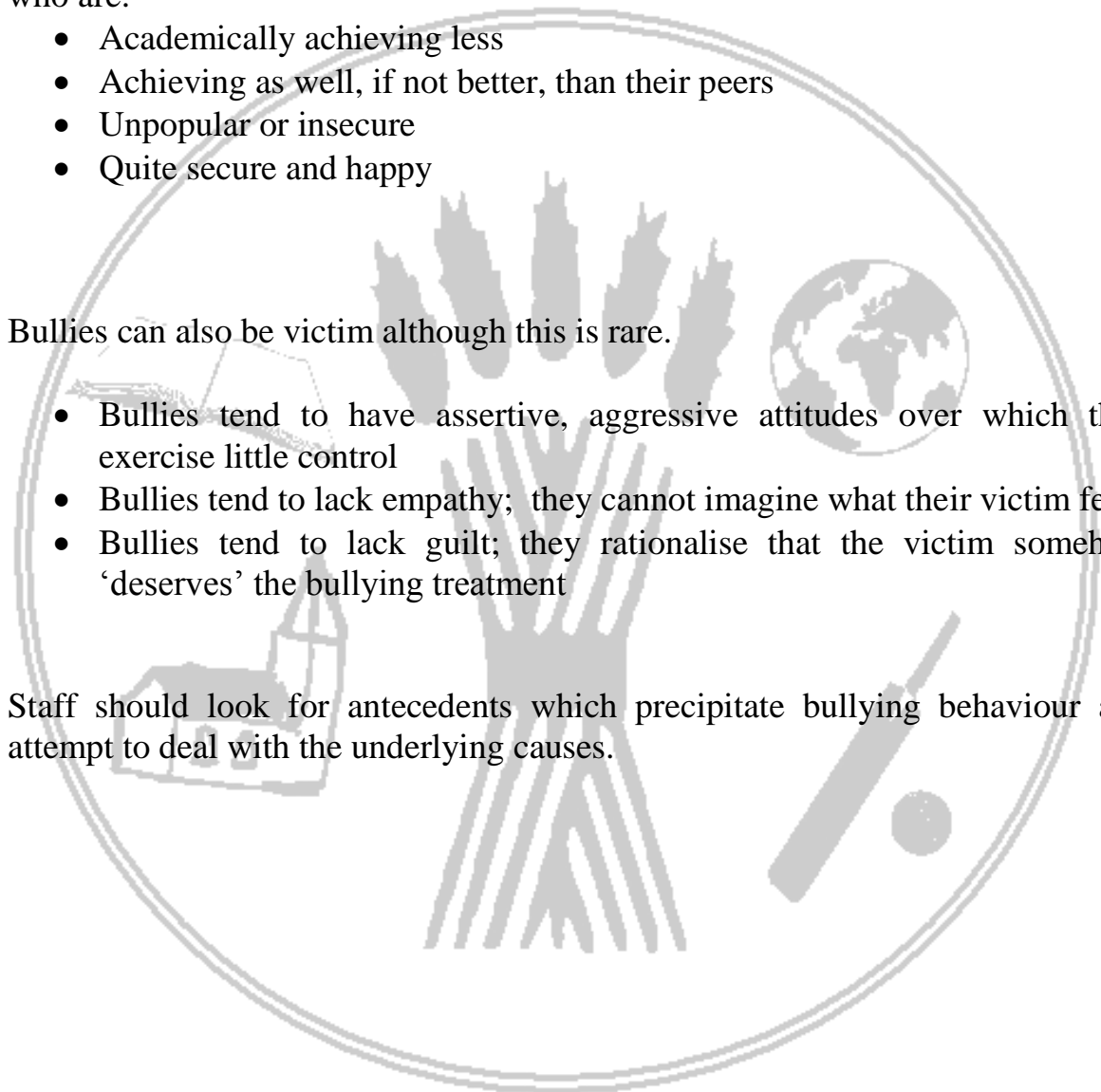
The traditional stereotype of the bully is usually a boy who is academically or personally inadequate, who may be bigger than his peers and who bullies to gain respect or power. It is true that boys are more likely to *admit* to bullying but that does not necessarily imply that boys are more likely to be bullies. Pupils who bully are not always easy to recognise. Bullies can be kind of pupils who are:

- Academically achieving less
- Achieving as well, if not better, than their peers
- Unpopular or insecure
- Quite secure and happy

Bullies can also be victim although this is rare.

- Bullies tend to have assertive, aggressive attitudes over which they exercise little control
- Bullies tend to lack empathy; they cannot imagine what their victim feels
- Bullies tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment

Staff should look for antecedents which precipitate bullying behaviour and attempt to deal with the underlying causes.



The Role of the Principal and Staff

The Principal will:

- Encourage colleagues to be watchful and to discuss potential problems;
- Ensure supervision of key areas of the school which may be trouble spots; - toilets
- Keep records of any incidents of bullying;
- Make sure all staff are aware of the procedures for dealing with and investigating incidents;
- Raise awareness of bullying in its different forms.

The Teacher will:

- Raise awareness through the curriculum;
- Give pupils opportunities to talk about bullying in general;
- Seek advice from the Principal;
- Follow advice from the Principal;
- Follow the school procedures;
- Keep the Principal informed of all incidents, including those which may be viewed as minor;
- Inform the Principal of any parental concerns regarding bullying and treat them seriously;
- Carry out investigations when the need arises.

Ancillary, Clerical and Supervisory Staff will:

- Be aware of the school procedures;
- Keep the Teacher and / or Principal informed of any suspected cases of bullying;
- Look out for signs of possible bullying;
- Intervene when there is a clear case of bullying, either physical or verbal.

Procedures

Anti-Bullying Action

Immediate response to bullying

1. Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
2. Take the incident or report seriously.
3. Take action as quickly as possible.
4. Think hard about whether your action needs to be private or public; who are the pupils involved?
5. Reassure the victim(s), don't make them feel inadequate or foolish.
6. Offer concrete help, advice and support to the victim(s).
7. Make it plain to the bully that you disapprove.
8. Encourage the bully to see the victim's point of view.
9. Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power.
10. Explain clearly the punishment and why it is being given.

Involving others:

1. Inform school management and / or other appropriate persons, eg teacher and / or Principal.
2. Inform colleagues if the incident arose out of a situation where everyone should be vigilant, eg unsupervised toilets.
3. Inform / ask your Principal to inform both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.

Final Steps:

1. Make sure the incident doesn't live on through reminders from you.
2. Try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.

If you have to deal with bullying, what should you avoid?

Don't :

1. Be over-protective and refuse to allow the victim to help him / herself.
2. Assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully.
3. Keep the whole incident a secret because you have dealt with it.
4. Try to hide the incident from the parents of the victim or of the bully.
5. Call in the parents without having a constructive plan to offer either side.

Forms of Bullying

Physical ~



hitting
biting
kicking
punching
pushing



Emotional / Psychological ~



social ostracism
being sent to 'Coventry'
refusal to play / associate with

Verbal ~

name calling
'winding' up
frightening stories / tales
threats of violence
shouting

Other Aggressive Behaviour ~

throwing things
threatening stance
following about

This list is by no means exhaustive.

Procedures for Investigating Incidents

Bullying behaviour will not be tolerated. The incident or report will be taken seriously. Action is vital, action will be taken and reason for the action given. Miss Henry will ***always*** be informed of incidents of bullying. Children will be questioned in the presence of at least two adults. Leading questions will not be used. If the incident is extremely serious the parents will be informed immediately and called in to school. Children will be allowed to give their “version” of events.

Guidelines for listening to:-

Victims - victims need to be encouraged to speak up. They should be made aware that they are valued and believed. Reassured. Know that the bully will be dealt with in an appropriate manner.

Witnesses - witnesses need to be encouraged to speak up. They will be protected against possible reprisals and their contribution is vital for a full investigation of the incident to be carried out.

Bullies - the bully will be encouraged to see the incident from the victims point of view. They will be made aware that it is the behaviour which is unacceptable and why. There will be consequences of behaviour.

Parental Involvement

The Bullying Policy must be an active whole-school policy which involves all staff and parents. Parents will be encouraged to contact the school if they are told that bullying has taken place. Bullying is a highly emotive subject and must be dealt with sensitively. Parents of victims must be reassured that you take it seriously and will act. Parents of bullies are likely to be upset, anxious and defensive. A clear picture of events must be established and the unacceptability of behaviour stressed. The behaviour, not the person, will be condemned.

There are occasions when parents and children do not accept that their behaviour is out of order, e.g. fighting may be regarded as an appropriate way to resolve disputes. This can lead to limits on what the school can achieve and the effectiveness of the policy. Staff should be aware that this can and may happen but must work within the constraints of parental support.

Confidentiality

All staff must be aware that if a victim, having been encouraged to speak up, reports an incident, it does not mean that details can be discussed with friends or neighbours. If the incident falls into the categories outlined in the Child Protection part of the Pastoral Care Policy those guidelines regarding confidentiality will apply.

The school will:-

- show respect for every child as an individual;
- be aware of vulnerable children;
- criticise the behaviour rather than the child;
- avoid playing favourites;
- be seen as fair;
- avoid labelling;
- have high expectations of pupils;
- avoid reference to other family members, e.g. “just like your brother”;
- never give pupils ammunition to use against each other.

Miss Henry has ultimate responsibility for the prevention of bullying and the disciplining of pupils. Teachers and staff will reinforce good behaviour through daily contact with the children. A consistency of approach will be adopted by all staff, with children being aware of what constitutes acceptable and unacceptable behaviour. It is hoped that incidents will be kept to a minimum through awareness of bullying and its different forms. Pupils will be encouraged to role play and empathise how others would feel. Talks will be given termly and awareness raised through assemblies and other agencies. Children will know that bullying will not be tolerated in any form and action will be swift for those who indulge in that form of behaviour.

Resources

Supporting Schools Against Bullying - 2nd SCRE Anti-Bullying Pack

Action Against Bullying

Bullying - Save the Children materials

Child Line Information

