



# ANTI-BULLYING POLICY

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<b>Review Group</b>	<i>Standards Committee 1</i>
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<b>Review Frequency</b>	<i>Every 2 years</i>
<b>Review Date</b>	<i>8<sup>th</sup> October 2021</i>
<b>Previous Review Amendments/Notes</b>	
<b>Related Policies</b>	Behaviour and Discipline; Child Protection; Code of Conduct; Confidentiality; Equality (including anti-bullying); Equal Opportunities; E-Safety; Moral, Social & Cultural; Sex & Relationships; Sprituality;
<b>Chair of Governor's Signature</b>	



## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>	Anti-bullying Policy	<b>DATE:</b>	12/09/19
<b>EIA CARRIED OUT BY:</b>	Kirsty Robson	<b>EIA APPROVED BY:</b>	Standards Committee 1

### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
<b>Gender reassignment</b>		X
<b>Marriage and civil partnership</b>		X
<b>Pregnancy and maternity</b>		X
<b>Race</b>		X
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)		X
<b>Gender identity</b>		X
<b>Sexual orientation</b>		X

Any adverse impacts are explored in a Full Impact Assessment.



# St Michael's Church of England Primary School, Winterbourne

Learn ~ Care ~ Enjoy

This school aims to be a learning community in which all:

- Achieve their full potential
- Are motivated to work independently and collaboratively
- Take initiative and responsibility
- Show respect and consideration for others and their environment

To help us achieve these aims, we wish to make it very clear that:

***we regard bullying as unacceptable behaviour***

It happens in all schools and many young people are involved at some time. St Michael's School is committed to creating a safe environment where young people can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

We will make it clear to students, staff, parents, and governors that when bullying happens we will work as a community in accordance with these policy guidelines to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

## **1 WHAT IS BULLYING?**

There are many definitions of bullying, but most include:

- the idea that bullying is different from random acts of aggression
- that the harmed person suffers over a period of time
- that bullying is not just physical violence but includes many different forms of behaviour, intimidation, teasing, name calling, isolation, cyber bullying
- often there is a difference of perception between the bully and the bullied in the severity of the behaviour

Therefore, bullying can take many forms according to the dynamics of the interaction:

- physical attack
- verbal abuse
- extortion of money or property/threats
- psychological abuse (spreading rumours, isolation)
- racially-motivated/homophobic/transphobic/disabled bullying



- . targeting of perceived weaknesses (eg, disability)
- . individual bullying
- . group bullying
- . sexual harassment/sexist bullying
- . imported bullying (eg, where families are in dispute)
- . cyber and mobile phone bullying

All these forms of bullying challenge us but should be set in the overall strategy of the school whereby we promote:

- . equal opportunities
- . co-operation and respect between all members of the school community
- . understanding of feelings

The whole school community needs to endorse these basic principles if an anti-bullying culture is to exist.

## **2 REASONS FOR BEING A BULLY**

In addition to the general statements above, there may be other reasons why someone becomes a bully. They may:

- . be a victim of violence themselves
- . enjoy power or creating fear
- . be copying behaviour seen at home
- . be copying behaviour from television
- . want to be part of a group
- . be subject to peer group pressure

## **3 WHO IS LIKELY TO BE A VICTIM?**

There are a number of risk factors in victims which make bullying more likely. These include:

- lacking close friends
- being shy
- being timid
- coming from an over-protective family
- being in a minority racial/ethnic group
- having special educational needs
- being gay or lesbian
- being transgender
- behaving provocatively
- being different in some obvious respect — such as stammering
- having special educational needs or a disability
- behaving inappropriately, intruding or being a 'nuisance'
- possessing expensive accessories such as mobile phones or computer games



The most important of these is probably "being different". This applies to a wide variety of ways in which a child becomes a target because they are perceived to threaten the identity of others:

- race
- age
- class
- religion
- sexual orientation
- transgender
- physical size of a child
- hair colour
- wearing glasses
- clumsy
- disability
- clothes
- they support Bristol City, Arsenal, etc
- they don't support a football team
- they care about their school work
- a new child in the school/class

#### **4 WHAT ARE THE EARLY SIGNS OF DISTRESS?**

Some children who are bullied may behave passively or submissively, signalling to others that they would not retaliate if attacked or insulted. They may benefit from assertiveness training. Others may behave aggressively, sometimes provoking others to retaliate.

- . Deterioration of work
- . Withdrawn
- . Spurious illness
- . Isolation
- . Desire to remain with adults
- . Erratic attendance
- . General unhappiness/anxiety/fear
- . Arrives at school late
- . Bed wetting
- . Taking it out on others
- . Depression

On their own these do not necessarily mean that a child is being bullied (there may be medical or other reasons) but they should be noted.

#### **5 STRATEGIES FOR AN ANTI-BULLYING CULTURE**

When dealing with bullying it is important to have procedures in place to deal with incidents and a whole school preventative approach.

These are two quite separate strands:

- . A whole school approach to awareness and prevention - *prevention*
- . A strategy to deal with bullying when it happens - *reaction*



## **6 AWARENESS AND PREVENTION**

### **Promoting a positive ethos within the school**

The following are ways in which a positive ethos can be promoted:

- School Services - celebrating success
- Circle Time
- Values through *'The Spirit of St Michael's'*
- Setting, and recognizing, a good example
- Praising good behaviour
- An effective praise and reward system
- Promoting pupils' self-esteem
- Displaying pupils' work
- Encouraging a sense of responsibility
- Encouraging parental involvement

### **Awareness of when and where bullying could happen**

There will be times and places when bullying is more likely to occur. By identifying them, we hope to increase staff awareness.

- . Before, and on the way to, school
- . Break-times and lunch-time
- . Wet play-times
- . During service
- . Lining up
- . Toilets, and when children are washing their hands
- . During group work
- . Changing for PE/Games/Swimming

To help avoid incidents the following have been put in place:

- . Adequate staff supervision at play and dinnertime
- . Controlling the use of the toilets and entering the school building at dinner and play times
- . LSAs are assigned to a particular class for a whole term. This allows the LSAs to get to know the children better.

Areas for development and continual improvement include:

- . Playground equipment/markings
- . Children to be taught to play games
- . Involvement of children in maintaining good play
- . Training of staff

### **Bullying outside school premises**

Where bullying occurs outside of school and is reported to school staff, it should be investigated and acted upon when the pupil is on school premises.

### **The Curriculum**

Wherever it is appropriate, we will integrate this policy into the curriculum by highlighting the anti-bullying message in subject areas and in cross-curricular themes, eg:



- . Religious Education
- . Social Education
- . Moral Education
- . Health Education - Drugs and Sex Education

Children need to be taught certain Key Strategies to enable them to deal effectively with bullying. They may include:

- . How to identify and express feelings and emotions.
- . The need to be sensitive to and respect the rights, needs and wishes of others.
- . Becoming aware of positive and negative relationships.
- . Developing the skills of co-operation, listening, sharing, negotiation, and dealing with conflict.
- . Enhancing self-esteem and assertiveness.
- . How to identify a range of trusted adults to share concerns with.
- . Offering support to both victims and perpetrators of bullying.
- . Providing space and time for children to explore why bullying occurs and to take positive steps to control it.

These will be dealt with in the curriculum areas highlighted above, but much of it will be through:

- . the general development of the class' and school's ethos;
- . when responding to incidents; and
- . Circle Time.

### **Social Skills training**

To improve pupils' self-esteem, there is a need for specific social skills training to be provided. This may include teaching pupils how to:

- . share;
- . take turns;
- . work collaboratively in groups;
- . celebrate differences;
- . be assertive - NOT AGGRESSIVE;
- . take responsibility; and
- . take care and show respect for others and their environment.

### **The role of other children in bullying**

Usually, one pupil starts by bullying another. There are often other pupils present. These may:

- Help the child who is doing the bullying by joining in
- Help the bullying child by watching, laughing and shouting encouragement
- Remain resolutely uninvolved
- Help the child being bullied directly, tell children who are bullying to stop, or fetch an adult

Pupils' understanding varies with age. Infants may confuse bullying with fighting and nasty experiences generally, while juniors develop a more mature understanding. Anti-bullying work should allow for this. But difficulties in identifying bullying in 4-7-year-olds should not prevent



schools taking action.

The majority of pupils say they would not join in, or would like to help a bullied child. Fewer say they would actually help. A lot of pupils are less sympathetic. Girls seem more supportive of those being bullied than boys, but are not necessarily more likely to intervene.

Families are told about bullying more often than teachers, and older pupils are less likely to tell at all. A 'culture of silence' persists: many children have not told anyone in authority that they have been bullied. Often teachers and parents need to take steps to uncover bullying.

Most children who do tell teachers or parents describe the outcome as positive. Children who are being bullied need help and support. However, a small minority reported the bullying getting worse, especially when teachers were told. It is important that claims of bullying are taken seriously, as a half-hearted response might make the problem worse.

### **Awareness raising**

To raise awareness the following have taken place:

- Staff training on bullying and developing social skills
- Staff Meeting time
- Review of the Policies for social development including Anti-Bullying
- Reporting bullying incidents to Governors
- Anti-bullying policy published on the school website

## **7 RESPONDING TO BULLYING**

However good the underlying attempts to prevent bullying by addressing the school's general ethos and organization, there will be incidents which require action. There will however, be constraints:

- . it is unlikely that the definition of bullying will be agreed by all members of the school community
- . incidents need to be resolved, not just smoothed over
- . those who feel aggrieved want to see justice done
- . blame may not be all on one side
- . it may never be possible to prove what really happened
- . few incidents can be resolved by the removal of the alleged bully from the school
- . levels of tolerance may vary enormously
- . expectations may be unrealistic

Whatever the constraints, if a preventative programme is in place, then the number and seriousness of incidents of bullying will be reduced. It will, however, encourage more children to report incidents to staff, expecting some helpful intervention. This means that there might be an increase in the number of times staff are asked to respond, even though there is less bullying.

The aims of intervention should be to:

- . make the victim feel safe
- . build resilience and skills to respond to bullying in the victim
- . to encourage better behaviour from the bully, and any colluders



. apply sanctions appropriately

Therefore, the following procedures should operate:

- 1 Is it a one-off playground incident? If yes - follow Discipline Policy Guidelines
- 2 If not, and the child is in distress – ACT!
- 3 Listen carefully and record all incidents:
  - name
  - what happened
  - when it happened
  - where it happened
  - who is involved
  - how the pupil feels
- 4 Offer the victim immediate support, help, strategies
- 5 Remember, however, that trying to unravel the details of incidents is often impossible.
- 6 Contact the parents of the victim and explain what is happening
- 7 It may be necessary to monitor the situation to ascertain what is actually happening

Dealing with the results of bullying is more complex and each situation will require its own approach. **While punishment clearly has a place in dealing with significant incidents, and we will use sanctions appropriately,** we prefer to deal with incidents using less punitive responses. The reasoning behind this is clear:

- instant punishments are quickly forgotten
- some bullies are already victims of violence at home
- bullies are often immune to punishment and may seek revenge on the victim
- knowing that bullies will be punished may mean a continued reluctance on the part of other pupils to disclose
- bullying is anti-social behaviour and increasing anxiety and alienation of the bully is not a recipe for success

If non-punitive, what other approach can be used?

### **The “Group Work” Approach**

This approach aims to tap into the children's capacity for empathy; using the way they feel rather than relying on external rewards or sanctions. Parents who feel that such an approach is too "soft" on the bully, may need help to see that making children want to change is much more likely to be effective in the long run than punishments which are quickly forgotten. The approach pays little attention to what "actually happened"; they are more interested in moving things on than going over the past. It involves the following steps:

***Interviewing the "victim" individually, getting them to describe how they feel.***

**Use poems/pictures etc. How would they want the others to feel about them? Identify who the**



others are and get the victim's permission to proceed.

Give the victim strategies to speak out and let the bullies know how they feel ie not to suffer in silence.

***Convening a group of all those involved, other than the victim.***

Include by-standers and "passive condoners" as well as those most directly involved. Try to get a "healthy" group, including some who have sympathy for the victim. Explain that no-one is going to be punished or blamed. Explain how the victim is feeling and how the group is going to try and address these feelings together. Make aware to this group the perceptions and feelings of the victim.

***Asking members of the group to make a commitment to doing something to improve the relationship with the victim. Use the group to reinforce the promises made.***

***Leaving it up to them.***

It might be necessary to give the victim a way of letting you know how things are going.

***Following up more formally later by reconvening the group.***

***Continue to monitor progress with the bullied pupil and parents of the pupil***

## **8 THE ROLE OF STAFF**

Staff should:

- . be aware of early signs of distress and act promptly
- . listen carefully and record all incidents
- . inform the Head Teacher of incidents/reports
- . liaise with parents
- . be aware of those areas of the school where bullying could take place
- . work within the Equal Opportunities and Discipline Policy Guidelines
- . use the curriculum as an effective way of combating bullying

## **9 THE ROLE OF PUPILS**

Pupils should:

- . inform an adult if they feel that they are being bullied or if they are aware of someone being bullied
- . not tolerate bullying

## **10 THE ROLE OF PARENTS**

Parents should:

- . encourage their children to resolve arguments without using violence or aggression
- . encourage and praise their child when children co-operate and are kind to other people
- . discourage their child from using bullying behaviour at home or elsewhere
- . monitor their children's experiences, eg:
  - checking what television programmes are being watched
  - not allowing unsupervised play with children unknown to them



- . be aware of the school's attitude to bullying and the policies and procedures it has in place.
- . watch for signs of distress in their children
- . be aware that there is a difference between an isolated incident or boisterous play and bullying
- . take an active interest in their child's social life
- . inform the school immediately if they think their child is being bullied
- . not endorse bullying by saying things like:
  - go and hit them back
  - don't be a wimp
  - it will sort itself out
  - it is all part of growing up
  - stand up for yourself
- . tell their child that it is right to tell a trusted adult
- . tell their child not to try and buy the bully off with sweets or money
- . support the school in dealing with bullying

## **11 THE ROLE OF GOVERNORS**

Governors should:

- . ensure that ways of preventing bullying are outlined in a written policy
- . ensure that the school's attitude to bullying is available on the school
- . ensure that incidents of bullying are recorded and reported at the next Full Governors' Meeting
- . make the curriculum an instrument for combating bullying
- . have complaints procedures in place

## **12 MONITORING AND EVALUATION**

Monitoring will check if the anti-bullying procedures are in use. The Head Teacher will check:

- . that every member of staff has read a copy of the guidelines
- . that incidents are recorded
- . the type of incidents being reported and establish if there are any patterns
- . that the school building and grounds are safe
- . that supervisory staff are patrolling at break-times

Evaluation will inform us as to the effectiveness of the policy guidelines. The policy guidelines will, therefore, be reviewed on a regular basis. Review of the curriculum provision will be required as pupils' skills and attitudes grow and change.

## **References**

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