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Primrose Hill School Anti-Bullying Policy



ANTI-BULLYING POLICY

At Euxton Primrose Hill we take bullying very seriously. We do not recognise bullying as normal childish behaviour, nor as weakness on the victim's part. We will never ignore bullying on our commitment to the positive and caring ethos we strive for in the school.

This policy has been drawn up in consultation with staff, children and parents. It should be read in conjunction with the school's Behaviour Policy.

BULLYING DEFINED

We agreed that in our school a useful definition would be:-
“Bullying is the wilful, conscious desire to hurt, threaten or frighten by a person (the bully) who has the power over another (the victim).”

What is a bully like?

In our discussions and activities in class it was evident that younger children held the stereotyped view of a bully – someone big, male and physically aggressive. The older children held a much broader view of a bully – **a bully can be anyone.**

Through staff discussion also, we have agreed at Primrose Hill that:-

- ◆ Bullies are not recognisable stereotypes.
- ◆ Bullies tend to have assertive, aggressive attitudes over which they exercise little control.
- ◆ Bullies tend to lack empathy. They have difficulty imagining what the victim feels.
- ◆ Bullies tend to lack guilt and believe the victim 'deserves' the bullying treatment.

Our parental survey showed 100% of parents agreeing with suggested definitions including “Bullies come in all shapes and sizes”, yet 95% of parents said that their child could not be a bully.

Who is a victim?

Many children thought that anyone could be a victim, including adults. Older children felt people who were 'different' were likely victims.

Through our discussions we have decided at Euxton Primrose Hill that:-

- ◆ Bullies tend to pick on vulnerable children e.g. new children, children lacking self-confidence and shy or nervous, children who demonstrate 'entertaining' reactions e.g. tantrums, loss of control.
- ◆ Characteristics of vulnerability are not always visible to adults.
- ◆ Staff should be alert to 'ordinary' as well as vulnerable children.
- ◆ Staff must be observant and never allow a child to suffer in silence.

Bullying behaviour

Younger children defined behaviour mainly in terms of physical aggression (kicking, thumping, nipping etc.) and name-calling. Again many other children have a broader view suggesting also sly glances, exclusion and ostracism, extortion, threats of violence and gesticulation.

Some classes defined their opinions on what bullying is to them and these have been shared at a school council meeting:

Class 6 said, "Bullying is caused by jealousy and can be when someone is singled out in a group. Bullying is when someone hurts someone mentally or physically."

Class 5 said, "Bullying is hurting someone, either physically or mentally. Bullying can be both explicit and implicit."

Class 4 said, "Bullying is physically hurting someone or their feelings everyday. Bullying is when you threaten someone or call them names a lot. Bullying is the wrong behaviour for children all over the world."

Class 3 said, "A bully is cruel, jealous, unkind and calls people names. A bully is irresponsible and wants attention."

Class 2 said, "Bullying is making someone sad by hurting them or their feelings over and over again."

Sharing children's comments and the parental survey in staff discussions on bullying behaviour we have agreed that at Euxton Primrose Hill:-

- ◆ Bullying is any behaviour, which is the illegitimate use of power in order to hurt, threaten or upset someone else.
- ◆ All bullying is aggression, but aggression is not always necessarily bullying.
- ◆ Bullying can be physical, verbal or psychological.
- ◆ Bullying behaviour is complex and cannot easily be defined – it depends on the people involved and the context.
- ◆ Bullying behaviour can be overt, or, conversely, subtle and therefore not easily recognisable.

Cyberbullying

The experience of cyberbullying, as with any bullying, can be painful for those who are targets. At Euxton Primrose Hill, we need to help children prepare for the hazards of using technology irresponsibly, while promoting its many learning and social opportunities. At Primrose Hill, staff are well positioned to help our pupils understand how technology can be misused for cyberbullying.

Bullying is not new but some forms of cyberbullying are different from other forms of bullying:

- Through the Internet and mobile phones, children can be cyberbullied 24 hours a day, seven days a week.
- The World Wide Web has a very large audience and it is difficult to control the spread of unwanted messages.
- Cyberbullies may want to remain anonymous.
- Anyone can be a target, anyone can bully. Age or size is not important.
- Unlike other forms of bullying, some instances of cyberbullying are unintentional – such as a message sent as a joke or a text forwarded to unintended recipients.

(Please refer to the school's E-Safety and Behaviour Policies with reference to Cyberbullying.)

AIMS OF THE ANTI-BULLYING POLICY:

- ◆ To develop a shared understanding of what we mean by bullying.
- ◆ To help prevent bullying in all forms and types (including cyberbullying) and ways of dealing with it when it occurs.
- ◆ To help children appreciate that “differences” are valued.
- ◆ To communicate to the whole school community that at Euxton Primrose Hill, bullying behaviour will not be tolerated and victims will be supported.
- ◆ To help to maintain a supportive and positive environment in school where everyone feels happy and secure.

SCHOOL RESPONSIBILITIES

Preventative Action:

Prevention of bullying is our main focus at Euxton Primrose Hill.

The process of drawing up this policy with staff, pupils and parents has raised awareness and resulted in agreed definitions of bullying. This in itself can do a great deal to prevent bullying, but our Anti-Bullying Policy must be kept active to remain effective. The children will be asked to review an Anti-Bullying Charter each year.

Physical Environment:

Consideration of the physical environment reveals few 'blackspots'. Red lines and fencing within the playground area prevent children from congregating round corners, out of sight of the teacher on duty.

Staff Responsibilities:

Staff have a great impact on the prevention of bullying if they take it seriously. All members of staff, teaching and non-teaching, will show high levels of vigilance at all times.

Staff know all children well in our small school and will monitor any noticeable changes in behaviour and record if necessary.

Staff will always listen to children and encourage them to speak out about concerns.

Staff will use the **Behaviour Policy** to promote positive, responsible attitudes.

Staff will encourage all children through opportunities in the curriculum and assemblies, to control aggression, be more assertive and to develop empathy.

Staff will attend training as appropriate.

Welfare Staff will receive regular training by the Headteacher or Deputy Headteacher when anti-bullying will be an agenda item.

Staff will be firm with children when necessary, but will not bully.

Supporting Pupils

Generally pupils will feel supported through the school ethos and values, their relationship with the staff and through the Behaviour Policy. They will also feel supported knowing that the school cares about bullying.

With particular reference to bullying, pupils will be encouraged to:-

- ◆ Speak out if they, or their friends, are being bullied – silence and secrecy nurtures bullying. A culture of children being aware that “**it is okay to tell**” should be encouraged at all times.
- ◆ Put a note in the **PROBLEM POD** which will be dealt with sensitively and discreetly.
- ◆ Speak to a **PAL** in the playground, a child recognised for their responsible nature from either Year 5 or 6 or their **SCHOOL COUNCILLOR**.
- ◆ Create opportunities for children to work co-operatively together.
- ◆ Annually review the **Playground Policy** with all children.
- ◆ Annually review the **Golden Rules/Anti Bullying Charter** with all children.
- ◆ Use the supervised quiet playground at the rear of the school.
- ◆ Be assertive rather than aggressive.
- ◆ Learn to develop empathy.
- ◆ Accept differences in people.

New pupils will be welcomed and consciously supported and helped by both staff and pupils.

The school will have strategies in place to help bullies and victims.

The Curriculum

Co-operative work in all areas of the curriculum will be developed and encouraged.

Drama and role play, stories and poems, can highlight problems associated with bullying and empathy can be increased.

The PHSE curriculum and the use of “circle time” can be a most effective tool for sharing feelings.

Collective worship often provides opportunities for thinking about behaviour and how it affects others.

Communication

Our school’s Anti-Bullying Policy will be easily accessible to all staff and will be summarised for all parents in the school brochure. It should be displayed in its entirety on the school’s website under ‘policies’.

Posters, leaflets etc. made by the children will be displayed periodically in the community and in school.

Discussions on general behaviour and bullying will form part of the induction process for new parents.

DEALING WITH BULLYING BEHAVIOUR

How we deal with bullying incidents in our school will support statements about our school ethos and values, and how we view bullying. Our action will also help to prevent further incidents.

If bullying occurs at our school, staff should:-

- ◆ Remain calm, take the incident or report seriously and act as quickly as possible.
- ◆ Consider what action to take and which pupils need to be involved.
- ◆ Reassure the victim, offer concrete help and support, allowing the victim to help him/herself if possible.
- ◆ Make it plain to the bully that they disapprove of his/her behaviour and try to look objectively at this behaviour with the bully.
- ◆ Encourage the bully to see the victim's point of view, maybe through discussion with the victim and bully together.
- ◆ Punish the bully if necessary using the school's Behaviour Policy, but do not react aggressively or punitively; make it clear what the punishment is and why it is being given.
- ◆ Log the incident and action taken in the Incident Log (Headteacher's Office) as a means of monitoring and as evidence to show to parents that they have listened to both the bully and the victim.
- ◆ Inform all other staff of the incident and the action taken.
- ◆ Inform the Headteacher to arrange to inform both sets of parents calmly, clearly and concisely. Reassure parents that the incident has been dealt with and will not be held against anyone, or have a constructive plan to offer with parents helping if necessary.
- ◆ Once an incident has been dealt with it should not live on through reminders – do not label children. Try to prevent a recurrence of the incident if a trigger factor is determined.

MONITORING AND REVIEW

The incidence of bullying will be monitored by the Bullying Monitoring Form (see appendices) in the Incident Log by the Headteacher or Deputy Headteacher.

This policy will be reviewed each year in accordance with the Policy Review Calendar.