



BIRCHINGTON CE PRIMARY SCHOOL

Anti-Bullying - A Positive Response

This policy and guidance on bullying is aligned to our Christian Aims and to our Behaviour Policy which deals with matters of school discipline, behaviour and esteem building. There is also a separate but relevant guidance sheet for Midday Supervisors.

We are committed to creating a school where children and staff are happy and the atmosphere is caring protective and supportive and where no-one is humiliated, abused or intimidated.

We are determined that everyone is confident that our school will be protected from bullies. Unfortunately, bullying behaviour appears to be widespread in our society and so we are publishing these guidelines to ensure that everyone is vigilant, procedures clear and that immediate action is taken and support offered when bullying occurs.

Generally we do not perceive a serious problem with bullying at this school. **However, it does and will occur.** This policy and guidelines will ensure that when it does, we will recognise every single incident of bullying as extremely serious for the child concerned and will deal with in that light.

There are many **definitions of bullying**, but we accept that most have three things in common:

- it is deliberately hurtful behaviour
- it is often repeated over a period of time
- it is difficult for those being bullied to defend themselves

Several
Times
On
Purpose

We accept that bullying can take three main forms -

- physical - hitting, kicking, taking belongings
- verbal - name-calling, insulting, racist remarks
- indirect - spreading nasty stories about someone, excluding someone from social groups

1. THE CURRICULUM

Raising awareness through the curriculum and giving opportunities to talk

We will use the curriculum to raise awareness about bullying behaviour and the school's anti-bullying policy. Through the curriculum we will challenge attitudes about bullying behaviour, increase understanding for bullied pupils and improve the anti-bullying ethos. We also use Anti-Bullying Week to teach/give time to explore using the SEAL unit.

FS/KS1. The amount of time allocated will depend on age but will be enough to allow for a worth-while activity/discussion to take place. Circle time will be the main focus, but acting or story telling could well provide an alternative entree.

In KS1 and particularly on entry to school it is important for children to know -

- **what comprises bullying (children relating actual school experiences is important)**
- **what the school feels about bullying .**
- **who should be told**

• how to 'say no' and be assertive - to challenge the bullying behaviour

In KS2 The amount of time allocated will depend on age but should be enough to allow for a worth-while activity /discussion to take place. In addition to class discussion , teacher may choose to select appropriate literature talk about examples in History or in current affairs. We will reinforce what the pupils have been taught in KS1.

Time will be planned when children can discuss and report on the 'current situation'. The expectation must be that older children are watchful not just for themselves but for the younger children also. Year 5 and 6 have a special role to watch over younger children and befriend.

At KS2 curriculum discussions and activities will focus on –

- **agreeing what rules and behaviour we need to control bullying at our school**
- **what comprises bullying (children relating actual school experiences is important)**
- **what the school feels about bullying**
- **that it is good 'to tell' whether you are an observer or being bullied**
- **who should be told**
- **how to 'say no' and be assertive -to challenge the bullying behaviour**

In addition children might consider.

- What causes people to bully each other?
- How does it feel to be bullied/ to bully?
- What are the effects of bullying behaviour on bullied pupils; on pupils who bully others; on bystanders ?
- What would our school (our society) be like if bullying behaviour was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- What moral dilemmas do we face when we are confronted with bullying behaviour?

**ALL staff must support pupils by showing them
how to challenge bullying behaviour**

In the classroom ALL staff should -

- be aware of children being teased or pressured by their peers and deal with incidents
- support pupils in responding to the incident assertively

Pupils who observe bullying should be encouraged to -

- not allow someone to be deliberately left out of a group
- not smile or laugh when someone is being bullied
- tell a member of staff what is happening
- encourage a bullied pupil to join in
- tell the bullying pupil to stop what they are doing
- show the bully that they disapprove of his or her actions

Being passive not only colludes with the bully but encourages bullying

ASSEMBLIES

Assemblies will provide a regular forum to foster -

- respect and care for each other
- self esteem
- acceptable behaviour/ unacceptable behaviour
- positive values

2. SUPERVISION

Supervision outside the classroom and around the school.

Strategies for proper caring supervision are outlined in the Policy for Midday Supervision and in the Behaviour Policy. **ALL STAFF MUST BE AWARE OF THE CONTENT OF THESE POLICIES**

Particular attention should be paid to -

- **areas where children might be out of vision , even for a short period of time**
- **staff keeping on the move, patrolling not standing**
- **staff spread across the supervised areas and not bunched together**
- **staff need to know likely victims/bullies and be kept informed by staff and HT**
- **children who are isolated or playing alone**
- **being proactive, moving into situations before problems arise**
- **giving time and LISTENING carefully to what children are saying**

Children in play fights often

- are smiling or laughing
- make mock blows or kicks which do not connect
- may take turns in being on top or chasing
- do so in the open, but are ignored by other pupils

Pupils who are being attacked or bullied often

- frown or look unhappy or angry
- try to move away from the aggressor
- do not take turns, aggressor maintains dominant role
- if in view of other pupils, will get considerable attention

3. PROCEDURES FOR INVESTIGATING INCIDENTS

1. See both children separately.
2. Talk with adults and children witnesses.
3. Contact parents as appropriate.
4. Children write down accounts if the incident is serious, if it helps to clarify.
5. Record all incidents of bullying or other serious incidents on 'green sheets' .These then handed to HT and are filed in CP file.

4. SUPPORTING BULLIES AND VICTIMS

- Victims need constant esteem building that gives both personal esteem and 'peer group credibility'
- Support the child in being assertive
- Liaise with parents
- Bullies need similar support
- Make child understand that it the 'behaviour' that has to change. That the child is still liked.

5. CYBER BULLYING

What is cyber bullying ?

- 'Cyber bullying is the use of Information Communication Technology (ICT) particularly mobile phones and the internet, to deliberately upset someone.' DCFS 2007
- Cyber bullying should be dealt with as a whole school approach in the same way as other types of bullying