

## **BROAD CHALKE CE VA PRIMARY SCHOOL**

### **ANTI-BULLYING POLICY 2019**

Mission Statement: 'With the love of God we learn, care, grow and share'

#### **What is bullying?**

It is an insidious social problem that is found in many occupations and walks of life. It is a form of aggressive behaviour, usually hurtful and deliberate. It is often systematic and persistent, and it is difficult for those being bullied to defend themselves. Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate. 'Kidscape' <https://www.kidscape.org.uk/> is a useful point of reference for parents and professionals.

Bullying can take several forms:

- Verbal bullying: name-calling, spreading rumours, insults, repeated teasing.
  - Physical bullying: hitting, kicking, taking or damaging belongings, threats.
  - Emotional bullying: excluding someone from social groups.
  - Online or Cyber bullying: abuse through mobile devices or on social networking or gaming sites.
  - Racist bullying: racial taunts, graffiti, or gestures.
  - Sexual bullying can be: unwanted physical contact, abusive comments.
- Bullying can be based on any real or perceived difference. For example:
- Homophobic and trans phobic bullying: discrimination based on sexuality and / or gender identity.
  - Racial, cultural or gender differences
  - Disability bullying: the bullying of children who have special educational needs or disabilities.

#### **Aims**

Our policy is to try our utmost to eradicate any form of bullying in our school. This can only be done with the complete co-operation of all concerned – teachers, non-teaching staff, governors, parents and pupils.

As a church school we recognise and believe that we are all formed in God's image and that every child, whatever his/her behaviour is valued. We strive to work with the child to support and eradicate the sort of behaviour that will cause hurt or sadness to others.

#### **We recognise that people bully for a variety of reasons including:**

- Enjoying the feeling of power (even from a very early age).
- Insecurity of relationships.
- Attention seeking.
- Peer pressure.
- A group feeling closer to each other, by picking on an "outsider".
- Behaviour that is often seen as "a bit of fun".

#### **We recognise that bullies can also be victims as they may:**

- Feel scared of being picked on, so do it first.
- Also have experienced bullying themselves.
- Have their own problems with difficulties at home or school.
- Have low self-esteem.
- Be less able and resent those who they see as succeeding.
- Be encouraged by others.
- Copy unsuitable role models e.g. TV, film or online characters whether real or animated.

### **We recognise signs of bullying which can include:**

- Reluctance of a child to go to school or to go out to play.
- Unhappiness or withdrawal.
- School work being affected.
- Bullying younger children.
- Unexpected illnesses e.g. eczema, psoriasis, headaches, sickness etc.
- Bed-wetting or soiling.
- Peer isolation in the class or in the playground.

### **The school's approach**

We value all children equally and actively try to raise their self-esteem and self-confidence. We have a caring ethos and high expectations which encourage all the children to respect and look after each other and to be proud of their school.

It is almost impossible to eradicate bullying incidents. We work with all our children to encourage the rejection of bullying behaviour within and outside of school and work with both the bullying and the bullied pupils to prevent further incidents.

### **What we do about bullying**

We have a clear Behaviour and Discipline policy, which aims to provide a calm, safe atmosphere. In particular we:

- Aim to provide a warm, caring and safe environment where all children and staff are equally valued and happy.
- Make it clear to all children and adults that we will not tolerate any form of bullying.
- Immediately follow up any bullying incident- action is always taken.
- Thoroughly investigate any incident, and deal with it firmly but fairly.
- Keep parents informed.
- Make sure that children who have deliberately chosen to hurt others, physically or emotionally know that there are clear and consistent sanctions, and there will be consequences to their actions. **Sanctions are to be found in our Behaviour and Discipline Policy.**
- Encourage and reward good behaviour.
- Make sure that all children have opportunities to work with all the other children in their class in a co-operative manner, thereby helping them to get to know and like all the children and to appreciate their good points.
- Have an atmosphere of success and celebrate children's achievements and efforts by merit stickers and awards.
- Encourage children to establish their own classroom rules.
- Teach children exactly what bullying is, and encourage them to discuss issues before they get out of hand.
- Support the victims and make sure that they feel that the situation has been dealt with firmly and fairly, and that they feel safe and happy to come back into school in future.
- Counsel both victims and bullies, and teach them alternative behaviours.
- Encourage all children to be responsible for their own words and actions, and the consequences of them.
- Give children the time and space to try to sort out minor incidents on their own.
- Look for changes in behaviour in children that might indicate bullying.
- Aim to continuously improve the playground environment.
- Use assemblies as a time to teach about friendship, courage and bullying.

### **Support for children who are being bullied**

Children who are being bullied can be taught assertive behaviour and different ways of dealing with bullying. They need to feel that they have been given the power and ability to deal with potential bullying situations effectively. This increases their self-confidence, and makes them less likely to be a victim in the future. We aim to provide a safe environment where children can confront their fears and tell us if they feel they are being bullied.

### **Support for children who bully**

Children who bully others usually have low self esteem and lack social skills. We try to raise their self-esteem and teach them alternative methods of behaviour and ways to deal with situations they find difficult. Empathy and respect for others is taught explicitly in PSHE lessons and Circle Time, and is implicit in lessons throughout the school curriculum. Children who tend to bully others can be taught how to control their tempers and are given social skills which will help them communicate and fit in better with other children, which will lessen their need to bully and intimidate others.

### **What to do if you are being cyberbullied**

Children may not always recognize teasing as bullying. Sometimes they may feel too embarrassed or ashamed to talk to their friends, teachers or parents about it. That is why it's important to talk about online and digital behaviour before children start interacting with others online and with devices. If you or someone you know has been bullied online, here are some steps you can take immediately:

- **Save bullying messages with a screen shot.** If the harassment continues, you will have evidence. This could be important proof to show parents or teachers if the bullying doesn't stop.
- **Sign off the device.** Ignore the attacks and walk away from the cyberbully.
- **Don't respond or retaliate.** If you are angry or hurt, you might say things you'll regret later. Cyberbullies often want to get a reaction out of you, so don't let them know their plans have worked.
- **Block the bully.** If you get mean messages through any online chats, games or social networking sites, take the person off your friends list.
- **Talk to a friend.** When someone makes you feel bad, sometimes it can help to talk the situation over with a friend.
- **Tell a trusted adult.** A trusted adult is someone you believe will listen and who has the skills, desire and authority to help you. Telling an adult isn't telling tales, it's standing up for yourself.

## **WHAT IS ASSERTIVE BEHAVIOUR?**

### **Being assertive is:**

- Being honest
- Being direct with others
- Being to the point
- Saying no when you mean it
- Being sensitive to the needs of others
- Tackling problems openly and calmly
- Maintaining confident body language – standing firm
- Holding eye contact
- Usually staying pleasant
- Being able to ask for what you want and need
- Respecting yourself and your rights as well as the rights of others.

## **WHAT IS AGGRESSIVE BEHAVIOUR?**

- Shouting or having an over-loud voice
- Making threats
- Glaring
- Standing with hands on hips
- Moving close to someone
- Pointing and pushing
- Fists clenched
- Showing a tense face and an angry expression
- Interrupting someone all the time
- Looking down on someone
- Acting in a superior way
- Being provocative

## **WHAT IS MANIPULATIVE BEHAVIOUR?**

- Making veiled threats
- Not getting to the point
- Speaking about people behind their backs and spreading nasty rumours
- Being overly familiar
- Being two-faced
- Patronizing voice
- False smiling
- Trying to appear to be nice to people
- Not giving people time to express their opinions and ideas
- Not confronting things directly
- Wanting to get your own way all the time.

## **WHAT IS PASSIVE BEHAVIOUR?**

- Repeating 'I'm sorry'
- Backing down all the time
- Avoiding eye contact
- Looking sideways and away from people
- Keeping your head down
- Being nervous and submissive
- Putting your hands to your face
- Avoiding things
- Being hesitant and worried

Behaving in a passive way can attract the attention of a potential bully, who might then adopt a mode of aggression or manipulative behaviour in order to gain power by intimidation.

## **How can I help my child learn to be more assertive?**

Look at the list of what constitutes being passive. Decide which if any of these traits your child displays. Focus on one or two of these and work on them with your child.

## **Some assertiveness techniques:**

### **Body language and eye contact**

To avoid being targeted as a victim, children need to adopt a combination of a clear message and confident body language. Children should stand upright and look the other person in the eye. Neutral facial expression, smiling only if appropriate, hands and arms relaxed and by the side or in their pockets. Children should try not to cross their arms,

cover their mouth or fidget, as these are all defensive behaviours. Bullied children need to practise how to talk to people as well as what to say. Get them to practise looking at themselves in a mirror and gaining eye contact and then always insist when they are talking to you or to friends, they gain and maintain eye contact.

### **Assertive statements**

Children need to be clear, honest and direct. They must learn to state specifically and calmly what they want or how they feel about an event or situation. An assertive remark would be “I would like you to be quiet” if other children are disturbing them when they are trying to work, not “Shut up or I’ll tell/hit you”. Children need to learn to say “I don’t like it when you do that!” or “Stop that please, I don’t like it”.

### **Resisting manipulation and threats**

Children must learn to say “No” or “No, I don’t want to” when they are under pressure. Learning to say “No” is quite hard for some children. Children have to be taught that they have the right to say “No” when they don’t want to do something that they feel is wrong for them.

Common statements used to pressurise children to do something they don’t want to do are as follows:

- I’ll tell on you
- I won’t be your friend any more
- I’ll tell the rest of the class about you
- I’ll get my brother onto you
- I’ll get you after school
- Go on, it’s only this once
- That’s not fair. I lent you mine
- Chicken.....loser....

Keep repeating the same statement over and over again until the person who is pressuring you gets bored or realises that they can’t win. For example:

Lend me your new pen. Go on!

I don’t lend my pen.

Don’t be such a spoil sport.

I don’t lend my pen.

But I lent you my rubber the other day.

I don’t lend my pen.

In other words, ‘No, I won’t’ three times, then refuse to discuss any further and walk away if possible. Children need to be encouraged to remain confident to resist the physical intimidation that might accompany this, for example if the other child gets very close or gives threatening looks. Usually the other child will stop the pressure after three attempts. This technique needs practising, as does walking away.

### **Responding to name calling**

If assertively telling the other person to stop name-calling does not work, then “fogging” can be helpful. When taunted, use neutral techniques and statements which will not inflame the situation, and aim to play down the situation rather than making it worse, such as “Possibly”, “You might think so”, “It might look that way to you”. The tormentor soon gets fed up if the bullied child stays calm and unworried in the face of their abuse.

If a group of children are calling names, for example, in the playground when a child walks past, children can be taught ‘positive talk’ which means exactly how it sounds, saying nice things to themselves, such as ‘I can stay calm’, ‘I am OK’.

## **Enlist support**

Children need to know that they do not have to deal with bullying incidents all by themselves. There may be other pupils or adults who are nearby during a bullying incident. Shouting to attract their attention can often put a stop to such incidents. For example “Look what they are doing! They are really upsetting me!” It is important that children always remember that **THEY MUST ALWAYS TELL AN ADULT IF THEY HAVE BEEN PHYSICALLY OR VERBALLY THREATENED OR WHEN THEY FEEL UNABLE TO DEAL EFFECTIVELY WITH ANY BULLYING INCIDENT THEMSELVES.**

**Leave the situation as quickly and calmly as possible, quickly. THEN THEY MUST TELL AN ADULT.**

## **WORKING IN PARTNERSHIP WITH THE SCHOOL**

### **What can I do as a parent?**

- Keep calm. Avoid jumping to conclusions.
- Make an appointed time to see someone in school: the class teacher or head.
- Be open minded and calm. Ask what action has been taken and what the outcome of this is at the follow-up meeting.
- Before the meeting, think carefully about the problem, what you are going to say and what you want to achieve from the meeting. Please share this with us when you come.
- Remember there may be other hidden issues, which have nothing to do with bullying; for example, your child may be feeling upset because of an incident at school, unrelated to bullying.
- Avoid the labelling of children. Just because you have heard bad reports about a certain child, they may not be responsible for a bullying incident, even if another child has told you that they are.
- However upset you are feeling, explain calmly what the problem is.

### **WHAT CAN WE DO TOGETHER?**

- When meeting with you, we will listen to what you say and agree some action.
- We will detail exactly what we will do about the incident.
- We will set a time limit by which time action will be taken.
- We will make a future appointment to follow up the first interview.
- Ask your child after a few days if things have improved for them. If the actions taken do not sort out the problem, make a further appointment and request further action if necessary.
- We may contact the Educational Welfare Officer (EWO) for support and guidance.

Other documents to be read in conjunction with this policy:

Pupil sheet – What is bullying? (attached); Behaviour and Discipline Policy; Home School Agreement; School Aims and Values; Single Equality Policy; Child Protection Policy; Online Safety; PSHE and SEND.

### **Monitoring and Review**

The implementation of this policy is monitored on a day to day basis by the Headteacher, who, on request, will report to Governors on the effectiveness of the Policy.

Reviewed November 2011, April 2013, updated cyberbullying Nov 15, updated homophobic/ transphobic bullying March 2016, May 2016, May 17, May 2018, May 2019

Next review due May 2020

## **What is bullying?**

It is when a person or a group of people deliberately hurt or frighten you, or make you unhappy. They don't do this just once, but they keep on doing it, even when you have told them to stop.

What should you do if someone is bullying you?

Tell them to **STOP!**

Tell them that you are not going to let them hurt or frighten you.

Then

**TELL SOMEONE ELSE!**

- A teacher,
- An older pupil,
- A grown up,
- Your mum/dad/carer.

What should you do if you know someone who is being bullied?

**ALWAYS TELL SOMEONE.**

(Bullies need help too but have to earn our friendship and loyalty.)

What will happen?

The bullying will stop.

The bully will be stopped.

You will have helped our school to be a happier, safer place for yourself and everyone else.

**BE STRONG – KEEP BULLYING OUT OF OUR SCHOOL!**