



## Montgomerie Primary School ANTI BULLYING POLICY

**Responsible Person:** Headteacher

**Reviewed on:** Summer 2015

**Review Date** Summer 2017

### **Aim:**

The whole staff to adopt a corporate approach to dealing with bullying, and a policy which will assist staff, parents and pupils to be alert and deal with incidents of bullying effectively.

### **Definitions of Bullying:**

***'Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless'.***

As a school, we perceive bullying to relate to persistent acts which can be PHYSICAL or VERBAL in nature. "One off" incidents are not bullying.

### **Our Philosophy:**

At Montgomerie we wish to promote a sense of community and understand that this cannot be achieved if we do not take seriously bad behaviour which mainly affects pupils rather than teachers.

To this end we will endeavour to be alert to signs of bullying and racial harassment and will deal firmly with all such behaviour and take actions based on clear rules which are backed by appropriate sanctions and systems to support victims.

Our behaviour logs, incident book and lunchtime discipline book will enable us to detect patterns relating to the behaviour of individual children.



## Montgomery Primary School ANTI BULLYING POLICY

### Possible Warning Signs:

Children may:

- be scared to walk to and from school or take different routes;
- refuse to go to school;
- concentrate less in class;
- be reluctant to go out to play; stay close to adults;
- hide from everyone in the playground;
- begin hurting others for no apparent reason;
- complain of hunger (food or dinner money taken);
- become withdrawn or more easily distressed;
- have nightmares or cry in their sleep;
- have unexplained scratches or bruises;
- have things regularly go missing;
- ask for money or begin stealing (to pay the bully);
- refuse to say what the problem is;
- give unlikely excuses to explain any of the above.

### Recognising Victims:

Victims may be pupils who:

- are new to the class or school;
- have co-ordination difficulties;
- are different in appearance, speech or background;
- demonstrate 'entertaining' reactions;
- are more nervous or anxious.



## Montgomery Primary School ANTI BULLYING POLICY

### Recognising Bullies:

If we rely on the traditional stereotype to tell us who is bullying, we may well be wrong.

Bullies can be the kind of pupils who are:

- academically achieving less;
- achieving as well if not better than others;
- unpopular or insecure;
- quite secure and happy.

Both male and female bullies have things in common:

- bullies tend to have assertive, aggressive attitudes over which they exercise little control;
- bullies tend to lack empathy; they cannot imagine what the victim feels;
- bullies tend to lack guilt; they think the victim somehow 'deserves' the treatment.

### Advice to children who may be victims:

- Stick with a group; never be last to leave.
- Stay in sight of friends and adults wherever possible.
- Walk away sideways with confidence.
- Stay calm.
- Arrive earlier or later; choose a different route.
- Do not boast about possessions or money.
- Develop a sense of humour; shrug off taunts.
- Ask a friend to accompany you.
- ALWAYS TELL SOMEONE, preferably an adult.
- Practise keeping calm and walking away at home.



## Montgomery Primary School ANTI BULLYING POLICY

### Dealing with an incident – using the No Blame Approach

*This approach aims to develop a sense of empathy and responsibility that in turn leads to an increase in positive behaviours and a reduction in bullying and other socially unacceptable behaviours.*

#### ***Step 1 – meet with the targeted pupil***

After the bullying incident has been referred for ‘support group’ intervention, the facilitator will talk to the targeted pupil about his / her feelings and how they have been affected by the behaviour of others. Explain to the pupil what will happen next. Re-assure them and set up a procedure for checking in.

#### ***Step 2 – convene a meeting with a group of pupils***

The facilitator arranges to meet with a group of pupils including all pupils who have been directly involved as well as some bystanders and either friends of the target or good role models.

#### ***Step 3 – explain the problem***

The facilitator tells the group about the way the target is feeling and emphasises his / her distress.

#### ***Step 4 – share responsibility***

The facilitator **does not** attribute blame but does emphasise the joint responsibility of all to help the targeted pupils feel happy and safe.

#### ***Step 5 – ask the group for their ideas***

Each member of the group is encouraged to suggest a way in which the targeted pupil could be helped to feel happier and safer. The suggestions are noted to be referred to later to see if they have an impact.

#### ***Step 6 – leave it up to them***

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. He / she arrange a ‘catch up’ meeting with the group in a few days to see how things are going.

#### ***Step 7 – meet them later***

The facilitator will continue with regular meetings with the group and targeted pupil to see how things have been going until they are confident that the bullying has stopped.



## Montgomerie Primary School ANTI BULLYING POLICY

### **Advice for parents of the victim:**

- Encourage your child to talk with you at home; be patient.
- Sympathise but do not over-react.
- Reassure them that the bullying will stop.
- Explain that most children are bullies at some time.
- Reassure them that there is nothing wrong with them.
- Explain that many other children feel bullied at times.
- Ask if they can think of any way to alter the situation .
- Try to prepare them for taunting and teasing.
- Encourage a sense of humour.
- Build up their confidence by praising efforts to cope.
- Encourage them to invite friends home (not the bully) or join a club.

### **Advice for the parents of the bully:**

- Discuss the situation with your child at home.
- Explain how serious the situation could become.
- Impress on your child the frightening effect the behaviour has on others.
- Criticise the behaviour and not the child.
- Praise your child for acceptable behaviour.
- Give rewards when school targets are met.
- Explain you are working with the school to effect a change in behaviour.
- Express confidence in your child's ability to change.
- Spend more time listening to your child.
- Try to increase your child's circle of friends.
- Improve your child's social skills by inviting children to play (not the victim).



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### Creating a 'Telling School':

We aim to create a 'telling school' by:

- Raising awareness of bullying in assemblies and P.S.H.E. lessons; for Year 6 this includes cyber-bullying and internet safety.
- Gathering information: observations and surveys.
- Keeping records to inform planning for individuals.
- Making it clear to children that adults are ready to listen.
- Developing opportunities for children to tell and procedures to keep children safe (e.g. adequate supervision at lunchtime).
- Encouraging adults to be alert and sympathetic and to follow the no blame approach to dealing with incidents of bullying.
- Involving parents.
- Improving the environment – when occupied children are less likely to bully.
- Using the curriculum to develop friendship skills.
- Promoting friendship and appropriate behaviour.
- Developing and publicising this Policy Document.

### Conclusion:

Through the implementation of this policy we hope to create a telling school and reduce the incidence of bullying, thus creating a real sense of community.

If our pupils learn to respect each other they will not become bullies.



# **ANTIBULLYING POLICY**

**JULY 2015**

**Date for review**

**JULY 2017**