

Brockholes Church of England (C) School

Anti-Bullying Policy



Revised September 2016

Definition of Bullying

Bullying is distinct from conflict which is a part of everyday life. It is not:

A one off fight or argument

A friend sometimes being nasty

An argument with a friend

Falling out with friends on an occasional basis

We define bullying as deliberately hurtful behaviour, repeated over a period of time - Several Times On Purpose (STOP)

The four main types of bullying are:

Physical (hitting, stealing, hiding belongings)

Verbal (name calling, insults, threatening language, racist, sexist or homophobic remarks)

Indirect (excluding someone from playing, spreading rumours or stories)

Cyber-bullying (blogging, e.g. online messenger services, where verbal and indirect acts can be initiated)

Signs of Bullying Children may show that they are being bullied by changes in behaviour.

Frightened or unwilling to go to school

Plays truant or runs away

Pretends to be ill

Begins to do less well in their school work

Becomes withdrawn, very quiet, or starts stammering

Becomes distressed, cries easily

Stops eating

Becomes bad-tempered or aggressive

Regularly has clothes or equipment damaged

Has possessions go "missing" or "loses" dinner or other money

Starts stealing money

Has nightmares or problems sleeping

Is frightened to say what is wrong

Changes in behaviour should be reported to the class teacher in the first instance or any other adult that the child has contact with. The Headteacher should be informed so that appropriate action can be taken.

Strategies to Prevent Bullying

The children understand what bullying is and how to report it.

All reports of bullying will be taken seriously and dealt with by the member of staff involved, in the following way:

Stage One - The incident will be dealt with in accordance with the behaviour policy

If any incidents happen in teaching time, staff will follow the classroom behaviour strategies, being removed from class and letters sent to parents (in consultation with the head teacher).

If any incidents happen during play or lunch times, staff will follow behaviour strategies such as standing by the wall for a short time, being sent to a senior member of staff or removing the child from break times for a short period. Support for children involved in bullying will be arranged as appropriate, for instance buddying, friendship groups, anger management programmes or support with an adult the child feels comfortable with.

Parents of both sets of children will be invited into school to discuss bullying concerns involving their child. In the first instance with the class teacher, if the problem remains unresolved then the process moves to stage two.

Stage Two

The headteacher will be informed if this has not yet happened.

The child will be put on behaviour report and parents invited into school to discuss the issues and how they can work with school to stop the bullying.

The headteacher will monitor the situation on a daily basis for a period of not less than two weeks

Further instances of bullying during that time may lead to more serious sanctions being applied in line with the behaviour policy (internal exclusion; exclusion from the playground at break times for a longer period of time)

Stage Three

If bullying persists, the headteacher will ask parents to come in to school to discuss the situation with them, which may ultimately result in either external exclusion from school for a fixed period or permanent exclusion from the school.

Recording and Monitoring

Cases of bullying will be reported to the headteacher. The incident will be recorded and reported to parents. The headteacher will report to the governing body at least annually on the actions taken to reduce any bullying and the progress of strategies. The school also reports bullying incidents to Kirklees LA via the 'serious incidents' record book.

LISTEN

Investigate the incident; do not dismiss children as 'telling tales'.

Model the correct behaviour yourself by staying calm, speaking quietly and not shouting.

Ensure your body language matches what you are saying! Remember shouting, pointing your finger or standing over children can escalate rather than de-escalate the situation.

Ensure each party has uninterrupted speaking time.

Explain that everyone will have a chance to talk but it is necessary to take turns so everyone can be heard.

Listen without pre-judging the situation or the children involved (talk to others who may have seen it if necessary, but remember they may want to support their friends).

FEEDBACK

It is common for children to have different accounts of what happened. Move on and allow children to express how they feel about what has happened.

Acknowledge (repeat back) how the other person is feeling and give each child the chance to describe their feelings about what they have done or experienced.

MAKING AMENDS

Being allowed to speak and say how you are feeling releases a lot of the anger that has built up.

Summarise what has been said and focus on what they agree on.

Ask the children what they would like to happen/what they think should happen.

Often the person being bullied only wants an acknowledgement that what happened was wrong and to be left alone in future.

The 'bully' will often be harder in setting their own punishment than you would!

For example, 'you've broken the rules by...., what do you think would be fair now? 'Lose my playtime for a week'.

Remind the children that making amends is something you do, not something you just say.

Don't set unfair or unreasonable punishments that will build resentment

Let them know you will be monitoring the situation to ensure they keep to what is agreed.

Ask the children to feedback how the other child feels about what has happened

Separate the behaviour from the child (e.g. what they did was bad, rather than they are bad)