

Farley Junior School

Anti-Bullying Policy

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FARLEY JUNIOR SCHOOL

ANTI-BULLYING POLICY

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Farley Junior School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a TELLING school. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

Definition

What Is Bullying?

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen definition 2008)

During PSHE lessons pupils will learn that bullying:

1. ...goes on for a while, or happens regularly
2. ...is deliberate. The other person wants to hurt, humiliate or harm the target.
3. ...involves someone (or several people) who are stronger in some way than the person being bullied. The person doing the bullying has more power; they are older, stronger, there are more of them or they have some 'hold' over the target (e.g. they know a secret about them).

Because these three things have to happen together for something to be called 'bullying', they will learn that bullying is not:

- ...a one of fight or argument.
- ...a friend sometimes being nasty.
- ...an argument with a friend.
- ...someone bumping into you in the playground or cloakroom.

Identifying the problem (Appendix 1)

'There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.' (Stopbullying.gov)

♦ Types of Bullying Behaviour

Bullying includes:

- Verbal abuse, such as name calling and gossiping
- Non-verbal abuse, such as hand signs or text messaging
- Emotional abuse, such as threatening, intimidating or humiliating someone.
- Exclusion, such as ignoring or isolating someone
- Undermining, by constant criticism or spreading rumours
- Controlling or manipulating someone
- Racial, Sexual or homophobic bullying
- Physical assaults, such as hitting or pushing
- Online or Cyber bullying (**Appendix 2**)

Bullies

Pupils who bully others are not always easily recognised as there is no one collection of characteristics that make a bully. Bullies may also be victims but these bully/victims are of a minority. Bullies do not come in standard sizes. **All the staff need to be aware of this fact and not rely on a stereotype definition or we are in danger of not recognising an act of bullying.** It is important that we do not dismiss bullying as bossiness, or leadership or natural competition. If we do we could be giving children the wrong signals: that bullying in certain instances is an acceptable style of behaviour. This also leaves the victim unsupported and vulnerable and we have given the bully a level of individual control.

All adults must transmit positive messages against the bullies:

- a) To achieve good behaviour in all.
- b) To achieve a safe secure school for all.

Sometimes bullying is not only carried out for the bully's own personal gratification, but to impress witnesses, or for a sense of audience that the witness may give the bully. There is no single pattern of bullying behaviour, but the question of witnesses and secrecy is a vital one.

Silence and secrecy compound the bullying act. An atmosphere where victims and witnesses feel able to speak to responsible adults is and must continue to be fostered. It is important that the victims and witnesses feel that when reporting an incident to an adult, what they say is taken seriously and acted upon. **To be seen to act is as important as taking action. Silence and secrecy nurture bullying.**

Bullies do not always act as individuals but sometimes form a gang. This might be to manipulate other children to do their "dirty work" for them, or to have a show of solidarity and strength. There may also be a common dislike of another child or children. It is important that a gang and its members are identified as soon as possible. It is equally important to find the motivation for the bullying and take action on this and, the individuals concerned.

We must be mindful that in most cases there are reasons behind why children bully. (**Appendix 3**)

Victims

Bullies usually choose a vulnerable child as a victim. Victims are usually children who for one or a number of reasons do not meet the accepted norm within a group, class or school, and often suffer in silence.

All adults need to be aware of this fact and not rely on a stereotype definition or we are in danger of not recognising a victim.

The children who become victims may: -

- a) Be new to a class or school.
- b) Come from a different culture/country.
- c) Suffer from low self-esteem.
- d) Speak with a different accent.
- e) Demonstrate reactions that the bully finds entertaining.
- f) Wears different clothes.
- g) Be nervous or anxious.
- h) Have a different belief.
- i) Have a physical or learning disability
- j) 'Look different'

However, anyone may be a victim of bullying.

The victim, from an adult point of view may not appear as a victim, but the bully has manufactured a difference to justify his/her actions. We need to be alert to the behaviour of ordinary children as well as supporting those who have obvious differences from their peers.

It is important that we are aware that some children choose to be victims, and these individuals need to be identified quickly. These victims are generally children who: -

- a) Deliberately provoke aggression.
- b) Take on the role of victim for acceptance.
- c) Are seeking attention of any kind.

A victim must feel that they will be taken seriously if they speak out to an adult, and that some kind of action will be taken, not, "go away" or "tell me later".

Prevention of bullying

Prevention of bullying is far more acceptable than dealing with incidents of bullying. Children should be aware that bullying is something that the school does not accept.

A playground is where most of the bullying incidents take place. A playground should be an interesting and happy place where children enjoy a period of meaningful and positive play. Many children know only a few playground games. This leads to a certain level of boredom and sometimes leads to play fights, agitation and disruptive behaviour. Children need to be taught ways to meaningfully occupy their time i.e. playing games, skipping, hopscotch etc. Playground equipment is available to the children during breaks and dinnertime. Research has shown that the quality and quantity of work produced by children coming into the classroom in a happy rather than agitated state increases by 15-20%.

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is

- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- The Anti-Bullying policy will be displayed on the school web-site along with help pages for parents and children with useful web links.
- Our Values/Anti-Bullying symbol will be displayed around the school. (Appendix 4)
- Bullying will not be tolerated

Dealing with bullying

There are a variety of ways in which to deal with a bullying situation. It is important that certain steps are taken when the incident arises, and most of the points listed below are already good practice within the school:

- ◆ Remain calm. Reacting emotionally may add to the bully's fun and the bully's control of the situation.
- ◆ Interview the bully and victim separately.
- ◆ Take the incident or report seriously.
- ◆ Take action as quickly as possible.
- ◆ Think about whether your actions need to be public or private; who are the people involved?
- ◆ Reassure the victim(s).
- ◆ Offer concrete help, advice and support to the victim(s).
- ◆ Make it plain to the bully that you disapprove.
- ◆ Encourage the bully to see the victim's point of view.
- ◆ Remember to be aware that reacting aggressively gives the message that it's alright to bully if you have power.
- ◆ Explain clearly the actions that will be taken.
- ◆ Inform other staff who need to be aware of the situation.
- ◆ Inform the Head teacher/parent of the situation.
- ◆ Make sure the incident doesn't live on through reminders.
- ◆ Think ahead to prevent a recurrence of the incident, especially if the trigger point has been found.
- ◆ Formally report incidences of bullying including those of a racial, sexist or homophobic nature

If the parents have been called in, the member of staff should have a constructive plan to offer either side.

When dealing with a gang it is often more fruitful speaking with individuals rather than as a whole. This allows for less collusion and gives each child the opportunity to speak without peer pressure.

High expectations of behaviour result in higher self-esteem and achievement and therefore a raising of standards.

Every opportunity will be taken to ensure that an anti-bullying approach is built into the curriculum. It is particularly possible to do this in the areas of R.E., English, PSHE and the Values programme. Here the development of skills such as listening, empathy, co-operation, patience, awareness of hopes, needs, fears, expectations etc. in themselves and others can be addressed. Through our Values approach we will encourage pupils do think through problems using our values.

This policy is to be viewed in conjunction with all other behaviour-related policies, procedures, documents and guidelines of the school.

Signs a Child is Being Bullied

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

If you know someone in serious distress or danger, don't ignore the problem. [Get help right away.](#)

(stopbullying.gov)

Signs a Child is Bullying Others

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

(stopbullying.gov)

Cyberbullying includes:

- sending threatening or abusive text messages
- homophobia, racism or sexism
- making silent, hoax or abusive calls
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Why do children Bully?

Children bully because:

- They want to be involved with the cool children.
- They think it is fun but don't know how much it hurts the victim
- They dislike or are jealous of someone
- They feel more powerful and respected
- They get what they want such as sweets, money etc.
- They were bullied themselves and are taking it out on others who won't fight back
- They are having problems with their own life which is making them feel bad.

