Anti-Bullying Policy

St Nicholas CE Primary School

To be read in conjunction with other child protection policies and behaviour policy

Approved by:	St Nicholas CE Primary School Governing Body	**Date:**	25th April 2018
Last reviewed on:	25th April 2018		
Next review due by:	April 2019		

1. Rationale

Bullying is an unacceptable form of behaviour and when it happens it will not be tolerated. However, where groups of children assemble on a regular basis it is almost inevitable that bullying will occur from time to time. The school recognises that bullying can affect both adults and children.

2. Definition

Different people refer to differing types of behaviour as “bullying”. It is, therefore, important that our definition is made clear.

3. What is bullying?

Real bullying is when another person or persons subjects a person to persistent, wilful, aggressive acts, threats or frightening experiences over a period of time.

It can involve:

- physical attacks
- verbal attacks
- name calling
- malicious gossip
- damaging property
- stealing property
- coercion into acts the victim does not wish to do
- isolating
- cyber bullying.

The children understand the definition to be……**STOP**

- **S**everal
- **T**imes
- **O**n
- **P**urpose

4. Signs of bullying

- Refuse to say what's wrong
- Being frightened of walking to and from school
- Being unwilling to go to school and making excuses to avoid school
- Changing their route to school
- Lack of progress at school
- Having books, clothes and school work destroyed or going missing: having unexplained bruises, scratches or cuts
- Ask for money or begin stealing money
- Becoming withdrawn
- Starting to stammer
- Staring to act out or hit other children
- Becoming obsessively clean
- Crying

- Wetting the bed or having nightmares
- Loss of weight

5. Where/when can bullying occur?

- One the way to and from school
- During lessons
- During breaks
- Via technology through social networking sites/text messaging and other forms of technology including gaming.

6. Recognising the differences between boisterousness, bossiness, aggression and bullying

While children are developing social skills there are frequently incidents of antisocial behaviour, of a physical, verbal or emotional nature. These are sometimes referred to as “bullying” but for most young children, the acts are not pre-meditated or directed repeatedly at the same child.

6.1 Boisterousness

- uncontrolled, not vindictive.
- high spirits, not unfriendly.

6.2 Bossiness

- Bossing whoever is around at the time
- Usually children grow out of it as they mature and learn social skills

6.3 Aggression

- hurtful acts, either physical or verbal, usually as a result of anger or self-interest
- not systematic or persistent

6.4 *whereas* Bullying

- tends to be focused on anyone with a perceived weakness
- there is a wilful desire to hurt physically or verbally to threaten and frighten
- it involves rough, intimidating behaviour

7. How does bullying start?

Usually one pupil starts bullying a victim. There are often other pupils present. They may:

- Help the bully by joining in
- Help the bully by watching, laughing and shouting encouragement
- Remain resolutely uninvolved
- Help the victim directly, tell the bullies to stop, fetch an adult
- Spreading acts of cyber bullying

8. Recognition of bullies and victims

8.1 Who bullies?

Bullies come from all types of social backgrounds, from all races, from all cultures and both sexes and are found in nursery school right through to adult life.

For some bullies, their behaviour meets their need for excitement, status or material gain. A bully may not be well integrated into his or her peer group and might be experiencing difficulty in making friends; may not be coping well

with school work and have unrecognised special needs; may have a low self-image; may have insecure changing home circumstances; may have important adults in their lives that are bullies themselves. Some bullies appear not to appreciate the effect of their actions and express no remorse. Some justify their actions by describing their victims as deserving of the treatment they have handed out. Some are “anxious” bullies and may well be subject to bullying themselves.

8.2 Who are the victims?

Their victims may or may not be obviously different from the accepted norm. Often, the victim is a child who is:

- shy
- not particularly assertive,
- is unlikely to fight back,
- does not have many friends
- is from a different racial or ethnic group
- has an over-protective family environment
- is quite anxious and tearful, the outsider of the group.
- Be different is some way ; has special needs or a disability eg. stammering
- Behaves inappropriately, is intrusive or is regarded by others as a 'nuisance'
- Possesses expensive accessories

Sometimes, the victim has qualities, friendships or belongings which are envied by the bully, but is perceived by the bully as not having the status, skill or ability to counteract or stop the harmful behaviour.

9. Aims

- To create an attitude of strong disapproval of bullying amongst pupils, staff and parents.
- To identify bullying behaviour in its initial stages and deal with it swiftly and effectively.
- To help both bullies and victims re-integrate into normal, happy co-operative school life.
- To create an ethos of safe internet use including educating parents and staff.

10. Means

- To have an effective policy and effective staff training on anti-bullying procedures
- To encourage caring attitudes and respect for others through positive school rules and policies (Personal, Social, Moral and Health Education), assembly themes and Religious Education teaching and by making use of publications from appropriate agencies and by involving the School Council.
- To encourage children to challenge the bullying behaviour themselves in the early stages by being assertive, e.g. “I don’t like you doing that and I want you to stop”.
- To advise victims who are unable to cope to:
    - get away from the situation as quickly as possible.
    - tell someone what has happened straight away, make sure an adult knows
    - don’t blame yourself for what has happened.
- To punish, by loss of playtime/privileges, all aggressive behaviour.
- To log playground incidents and take action to stop the situation escalating.
- When bullying persists, to work with the child/children, parents and if appropriate, outside agencies to resolve the problems for the victim and bully whenever possible.
- To have in place procedures and strategies to deal with persistent bullying following the anti- bullying action plan.
- To carry out an annual pupil survey to ascertain pupils' views

11. Key Points

- Never ignore suspected bullying
- Never make premature assumptions
- Listen carefully to all accounts , several pupils saying the same thing does not mean that they are telling the truth
- Follow up repeatedly, checking that bullying has not resumed
- Offer assertiveness training – through Place2be, behaviour panel, WPA or Playbuds.

12. Working with Parents

Useful approaches include:

- Regular consultation and consultation
- Providing information about the nature and effects of bullying
- Taking further action wherever necessary including reporting to the police/parents.
- We recognise that we are unable to ensure children to not access age appropriate sites at home but discourage this and will report to other agencies as necessary.

13. Success Criteria

- The staff continue to detect bullying behaviour at an early stage and take appropriate action.
- Children show peer group disapproval of bullying.
- The large majority of pupils and parents perceive our school as being a safe place where bullying and aggression are dealt with.
- Parents and children feel confident that bullying issues are dealt with quickly and effectively

14. Monitoring and Review

This policy will be monitored by the SLT and reported to governors through the Headteachers report.

The policy will be reviewed every year by the governing body.

Anti-Bullying Policy: April 2018

Reviewed: April 2018

Review: April 2019

Signed: