

*"Learning Today, Leading Tomorrow"*



**Bishops Down Primary School**

[www.bishopsdownprimary.org](http://www.bishopsdownprimary.org)

# Anti-Bullying Policy

Date Agreed:

December 2014

Date for Review:

December 2017

Reviewed and updated by:

Headteacher & Standards  
Committee

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At Bishops Down Primary School children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt.

Common preconceptions about bullying are not always correct. Bullies and victims do not come in standard shapes and sizes, and a policy based on stereotyped assumptions about the causes of bullying will probably fail.

There is no particular age group or kind of school, which is at risk - or free of risk.

### **What is bullying?**

Bullying is the willful, conscious desire to hurt or threaten or frighten someone else, which is repeated over a period of time. To do this, the bully has to have some sort of power over the victim, a power not always recognisable to the teacher or the parents.

All bullying is aggression: physical, verbal or psychological.

All staff at Bishops Down deplore all forms of bullying and will deal with incidents as appropriate manner.

### Aims

- We aim to prevent bullying at Bishops Down Primary School.
- We aim to raise pupils awareness of bullying behaviour and the school’s anti-bullying policy.
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

### Recognising Bullies

- Bullies tend to have assertive, aggressive attitudes over which they exercise little control
- Bullies tend to lack empathy; they cannot imagine how the victim feels
- Bullies tend to lack guilt; they rationalise that the victim somehow "deserves" the bullying treatment
- Bullies may be a victim of bullying themselves
- Bullies may be insecure and self-hating.

These attitudes have implications for any curricular intervention aimed at the prevention of bullying. For example, co-operative work and non-aggressive behaviour can be praised. Empathy can be increased through role-play, or through exposure to relevant stories. Language work, as well as social education, can

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pick up the theme and how other people feel. Circle time can provide a forum for discussion of important issues: relationships, equal rights, friendship, freedom, justice and acceptable behaviour. These are steps to combat bullying behaviour.

### Recognising Victims of bullying

Bullies usually pick on vulnerable children, but it is difficult to judge in advance who might be seen as vulnerable. Victims may be:

- New to the class or school
- Different in appearance, speech, ability or background from other pupils
- A child with a family crisis
- A child with a disability
- Suffering from low self-esteem (but it is not clear whether this is a cause or effect of bullying)

Victims of bullying may become withdrawn, depressed children, strangers to their family. They may express a desire to move schools; or may have difficulty in facing coming to school, may be late, erratic in attendance, feign illness and may eventually become school refusers.

There may be deterioration of work, general unhappiness, anxiety or fear, unexplained cuts scratches and bruises or unexplained missing possessions.

### Anti-bullying Action

There are no certain answers, only strategies, which have succeeded with other pupils in other contexts.

From research so far it seems that:

- Greater encouragement to pupils and teachers to speak out, may well result in more incidences of bullying being reported.
- Unless there is a plan or policy to implement and the will to implement it, the apparent increase in bullying in the school will not be resolved.

The school will:

- We aim to continue to improve the play facilities so that an interesting and stimulating environment alongside the quiet area can easily be supervised.

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Staff on duty should:

- Ensure that pupils are supervised at playtimes and lunchtimes.
- Patrol secluded areas such as toilets, corridors and doorways.
- Observe pupils’ play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Encourage children to use the play equipment and quiet areas around the school.
- Investigate every allegation of bullying.

Staff’s immediate response to bullying:

- Remain calm - you are in charge. Reacting emotionally may add to the aggressor's fun and give the aggressor control of the situation.
- Take the incident or report seriously.
- Try to take action as quickly as possible, but think hard about whether your action needs to be private or public: who are the pupils involved?
- Reassure the victim(s); do not make them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).
- Make it plain to the aggressor that you disapprove of bullying behaviour.
- Encourage the aggressor to see the victim's point of view.
- Punish the aggressor if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it is all right to harass if you have the power.
- Explain clearly the punishment and why it is being given.

A record must be kept of the incident – date –time – place names of children involved and their accounts of what happened.

### Involving Others

- Serious incidents must be reported to the head teacher or a member of the senior management team.
- Remind all staff of their responsibility to be vigilant
- When this is considered necessary, inform both sets of parents calmly, clearly and concisely reassuring both sets of parents that the incident will not linger on or be held against anyone.

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### Final Steps

- Make sure the incident does not live on through reminders from you.
- Try to think ahead to prevent a recurrence of the incident if you uncover the trigger factor.
- Encourage the parents to disclose any continuing behaviour at home that may give cause for concern.

### Do Not

- Be over-protective and refuse to allow the victim to help him/herself.
- Assume the aggressor is bad; try to look objectively at the behaviour with the aggressor.
- Keep the whole incident a secret because you have dealt with it.
- Try to hide the incident from the parents of the victim or of the aggressor.
- Call in the parents without having a constructive plan to offer either side.

If the incident is not too serious, a ‘problem solving’ approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions, which might be perceived as accusatory or interrogational in style. S/he makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help pupils find their own solution to the personal disagreement and also discuss with them how their proposals will be put into action. Follow up meeting with the pupils can find out whether their solution has been effective or not.

If further steps need to be taken there may need to be the involvement of an outside agency e.g. Behaviour Support Service. Parents will be kept informed at all stages.

Date last reviewed: December 2014

Date of next review: December 2017

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Standards Committee: