The Griffin Federation
Learning Together for Excellence

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WHOLE SCHOOL POLICY ON BULLYING

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1. INTRODUCTION

1.1 This policy should be read in conjunction with The Whole School Behaviour Policy.

1.2 It is important to consider the overall aims of our schools when thinking about behaviour and these are reproduced below.

1.3 Our Schools aim to help each child to develop his/her own potential by:-

* Presenting the National Curriculum in a manner appropriate to the needs of each individual child, those needs being met through the monitoring and regular assessment of work to ensure continuity and progression.

* Raising awareness of personal discipline and self esteem leading to motivated and independent learning.

* Learning to appreciate the merit of personal endeavour.

The school will work in partnership with the children, parents and any other involved agencies to provide a caring environment in which all pupils may achieve the highest level of success.

1.4 The definition of bullying : A wilful, conscious desire to hurt, threaten, or frighten someone.

2. THE NATURE OF BULLYING

2.1 Bullying can take many forms. It can be verbal, physical or in any other form which results in a lowering of self esteem, pupils being humiliated or made to feel uncomfortable within the school and it's environment.

2.2 Bullying is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

2.3 Isolated incidents are not considered to be bullying but where one pupil is dominated by another or by a group of pupils over a period of a week or longer this would be considered to be bullying.

2.4 Verbal bullying can take the form of:-

i) name calling with reference to personal physical attributes
ii) taunting (using some nicknames)
iii) laughing at
iv) personal insults (including gestures)
v) family insults
vi) threatening language
vii) intimidating language (racist/sexist language must be positively rejected)
viii) demanding with menaces (extortion)
viii) sexual harassment
ix) Cyber bullying

2.5 Physical bullying can take the form of:-

i) violence towards the victim
ii) physical intimidation
iii) exclusion from a group or game
iv) physical interference with work in class
v) removal or destruction of property belonging to the victim.

These can be of varying degrees of severity.

2.6 The motivation of the bully: the 'pleasure' derived from other youngsters' pain, fear, and humiliation is apparent to all who witness a child bullying. They are usually bigger and stronger and older than their victims and see a need to dominate them. They are associated with anti-social, rule breaking behaviour and are often aggressive to parents, teachers and siblings. Adults will have to discern when a play

activity 'gets out of hand' and when a 'skirmish' develops into bullying as indicated above.

3. PREVENTATIVE MEASURES

3.1 The first actions to be taken shall be measures to prevent bullying before it begins.

3.2 There will be positive reinforcement of acceptable behaviour through the recognised system of praise and rewards outlined in the whole school behaviour policy.

3.3 WHERE IT TAKES PLACE:

Specific areas of the premises and times of the day are identified as in need of special preventative attention. These areas and times are:-

- any secluded alcove around the premises
- in cloakroom areas
- in toilet areas
- when large numbers of children are leaving the premises together
- during dinner time
- at home time
- on the way home from school
- in the playground
- Online

3.4 Adults must be aware of these 'danger places and times, and pay particular attention to them. Adults on duty shall ensure a high level of supervision over these targeted areas at the identified times. A record will be kept about the nature of any anti-social behaviour (using the gold forms) and communicated at daily briefing meetings.

3.5 Adults must use their professional judgement to be particularly aware of the frequency of incidents involving specific children. The class-teacher will be of particular help to lunchtime supervisors. New and supply teachers will have access to a list held in the register of those children with emotional and social difficulties.

3.6 Where large numbers of children are seen to be leaving the building through one exit, some will be re-directed through another exit in order to reduce congestion.

4. REPORTING PROBLEMS - WHAT WE MUST DO!

4.1 Bullying does occur at our schools and what we must do is to accept this and aim to reduce its frequency. Pupils who are subject to bullying will be encouraged to report what is happening to them through a variety of means.

4.2 Children will be encouraged to make contact with any adult member of the school community. When bullying occurs, it will always be discussed carefully with the victim to ascertain its level and effect. The 'bully' will also be interviewed and statements taken. Early decisions will be taken in terms of monitoring the victim and informing the parents of the incident or action so that they are party to the strategies for change. They should be encouraged to support and reinforce your actions.

4.3 Children will, where appropriate, be encouraged to speak to an adult as a means of reporting problems with bullying. It is essential that the victim 'sees' a strong, positive and supportive system of intervention.

4.4 Children and parents will be encouraged to report problems with bullying. A phone call will be made home when a serious incident has taken place and a support programme put in place with the learning mentor.

4.5 The SENCO will be informed in order for procedures to be implemented to help children with Social and Emotional problems.

4.6 A whole school approach to the PSED curriculum will reinforce strategies used in dealing with anti-social behaviour.

5. ACTION AGAINST BULLYING

5.1.1 Early intervention is important if the behaviour is to be changed.

5.1.2 Action will need to be taken on two fronts:-

i) in support of 'the victim'
ii) in support of 'the bully'.

5.1.3 The bully must not be bullied. However, he/she must 'see ' that the teachers/parents have a total abhorrence and rejection of this form of anti-social behaviour.

5.1.4 The victim will be given every opportunity to talk about the problem and the facts of the case will be obtained - Who, what where, when, how often. All pupils must be informed that the class teacher, learning mentor and all other members of staff are always available if the pupil wishes to talk in confidence. Do not take any action without the victim's knowledge. The victims need to know that the matter is being handled discreetly and sensitively.

5.1.5 The victim will be given ample opportunity to talk about their problems and given reassurance about their future situation.

5.1.6 The victim will be taught to develop assertive strategies for dealing with bullies. Victims need to have their self-esteem raised through adult support and encouragement. Elements of PSED/ELSA may have to be put into place in order to promote discussion and awareness of this issue. Sessions with the learning mentor may be timetabled. Reward systems could also be employed.

5.1.7 Early support will be enlisted for the victim from parents, adults in school and peers.

5.1.9 Regular whole class sessions will be devoted to bullying, its effects and strategies. Strategies used will include drama and role play. Children should have the opportunity to contribute to the discussion to enable them to learn to cope better with bullying when it happens. Similarly, bullies (or would be bullies) in class need to be placed in situations which require them to see things from the victim's viewpoint.

5.1.10 Victim support will be ongoing. Teachers will initiate follow up meetings with the victim after a one week period to ensure that matters have improved. Where problems still exist the Head of school will become involved in the process of support.

5.2.1 The bully will be given the opportunity to talk about what has occurred, the adult involved will be highly objective throughout.

5.2.2 The parents of the bully will be informed/involved at an early stage. Bullies need to be shown that they will be ' happier ' helping others rather than confronting them. Again, parents need to be involved in this process.

5.2.3 Early consideration will be given to the need to place the name of the bully on the PSP and to involving BOSS.

5.2.4 Steps will be taken to ensure that the bully is prevented from using identified 'danger areas' around school unless under responsible supervision. Sanctions against bullies will also be taken where appropriate. This will be in line with the school's sanctions for behaviour.

5.2.5 There will be constant, positive reinforcement of acceptable/good behaviour towards the bully.

5.2.6 When appropriate, attempted role reversal techniques will be employed. The bully will be encouraged to support the victim in and outside the classroom.

5.2.7 There will be positive follow-up to interviews.

5.2.8 All processes will be repeated and followed up where necessary.

5.2.9 There will be an annual 'Marvellous Me' week which will raise the awareness of bullying and develop strategies for children in recognising and dealing with bullying.

6. MONITORING THE SUCCESS OF THE POLICY

The success of this policy will be monitored through:-

6.1 Regular consultation and feedback in staff meetings, SLT and or Pastoral team to meet with lunch time supervisors termly.

6.2 The annual review of the policy.

7. IMPLICATIONS OF THE POLICY FOR THE BEHAVIOUR OF STAFF, PUPILS AND PARENTS

7.1 All staff, pupils and parents will have increased awareness of what is considered to be bullying. This will be undertaken by the availability of policies to the parents, these are available on the school website.

7.2 Staff will react swiftly to reports of possible bullying.

7.3 Children will feel confident, safe and secure in the school environment.

7.4 Parents will be aware that school is actively seeking to solve problems of bullying.

7.5 Bullying issues will regularly be included in teacher's PSHE planning.

7.6 Parents will be expected to support any actions taken by the school to support the victim/bully.

7.7 This policy will assist with the reinforcement of acceptable/good behaviour from the children in school.

8 RECORDING INCIDENTS

(This will convey how seriously the school regards the problem)

8.1 i) The bullied child will tell a teacher.

ii) After some preliminary investigation to ascertain 'blame' or the severity of the so-called 'bullying', some contact is made to the parent by phone, letter or a note.

iii) All details of allegations and investigations are recorded on CPOMS

iv) Persistent offenders should initially not be tolerated in the same social group and, at the extreme, serious consideration should be given to suspension.

9. ADVICE TO GOVERNORS

9.1 The Governing body is an 'overseer' of school. They determine strategy and policy under the professional guidance of the headteacher.

9.2 The Chair of the Governors is always in a position to address the concerns of parents. The book 'Bullying: A Positive Response' offers advice for governors in schools.