



## **ANTI-BULLYING**

### **Archibald First School**

#### **RATIONALE**

Communities are most effective when their members have high esteem and respect for each other. This encourages the development of self-discipline, enabling children to become responsible members of society. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

#### **AIMS**

- To take action to prevent bullying behaviours in school.
- To develop whole school approaches to children who exhibit bullying behaviours.
- To demonstrate that we will actively deal with bullying and communicate the school's policy to children, staff and parents.
- To support victims of bullying incidents.
- To develop whole school approaches to children who exhibit bullying behaviours.

#### **GUIDELINES**

We will inform parents and children about the school's attitude towards, and policy for dealing with, bullying behaviours.

To help prevent bullying, the school's attitude to unacceptable behaviours will be incorporated into the curriculum through PHSE materials and regular class discussions around our core value of being 'caring' and our school rules of being 'respectful' and 'safe'.

This will include using role play, reading appropriate stories, teaching co-operative games that the children can play during break, and encouraging co-operative activities in the classroom.

The Attendance and Welfare panel will hold half termly meetings to review individual children who exhibit bullying behaviours and those who have been victims of such behaviours.

The strategies used to support these children will also be reviewed with regard to:

- their effectiveness in controlling bullying behaviours.

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- supporting and providing strategies for victims and perpetrators to tackle bullying.

The lunchtime supervisory staff will be involved in determining and implementing suitable strategies for dealing with individual children who exhibit bullying behaviours whilst ensuring victims receive the necessary support.

Adequate supervision of the children during break and lunch time will be provided to ensure all areas of the playground are covered.

When dealing with a bullying incident we will always:

- endeavour to remain calm.
- take immediate action to stop further bullying occurring, show our disapproval of bullying behaviour and support the victim.
- record the incident and report to parents.

Further action will be taken as appropriate. This will be based on strategies developed for dealing with individual children during termly reviews. Any action taken will be reported to the child's class teacher.

Any serious, or recurring, bullying behaviours will be reported to the Head Teacher, and communicated to the parents of the children involved.

Expulsion from school will be used as a final resort when all other channels have been followed including intervention by the Education Welfare Officer, Behaviour Support Team or the Educational Psychologist.

### TOWARDS A DEFINITION OF BULLYING

Bullying is the willful, systematic, conscious desire to hurt or threaten or frighten someone else. It may involve intimidation; exclusion; it may be physical, verbal or expressed in body language; it may have to do with the manipulation of others; it is constant; it is about illegitimate power.

All bullying is aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying.

### TOWARDS IDENTIFYING BULLYING

They may:

- achieve less academically.
- achieve as well as, if not better, than their peers.

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- be unpopular or insecure.
- be quite secure and happy.
- be boys.
- be girls

All bullies have something in common:

- They tend to have assertive, aggressive attitudes over which they exercise little control.
- They tend to lack empathy; they cannot understand or identify what the victim feels.
- They tend to lack guilt; they rationalise that the victim somehow “deserves” the bullying treatment.

Beware not to dismiss what may be bullying behaviour as bossiness, leadership or natural competition.

### TOWARDS RECOGNISING VICTIMS

Bullies pick on vulnerable children. They may be:

- new to the school
- of different appearance, speech or background from others.
- suffer from low self-esteem (could this be as a result of bullying?).
- demonstrate “entertaining” reactions when bullied e.g. tantrums, loss of control
- more nervous or anxious.

These are only possibilities.

### ACTION AGAINST BULLYING

- Immediate response.
- Remain calm, you are in charge. Reacting emotionally may add to the bully’s fun and give them full control of the situation.
- Take the incident or report seriously.
- Take action as quickly as possible.
- Think hard about whether your action needs to be private or public, who are the pupils involved?
- Reassure the victim(s), don’t make them feel inadequate or foolish.
- 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.
- Explain that there will be negative consequences to the bully if you have to, but be very

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careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power.

- Give the bully negative consequences if necessary, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power.
- Explain clearly the punishment (\*negative consequences) and why it is (\*they are) being given.

### AVOID

- Being over protective.
- Assuming the bully is all bad; try to look objectively at the behaviour, with the bully.
- Keeping the whole incident secret because you have dealt with it.
- Trying to hide the incident from the parents of the victim or the bully.
- Calling in the parents without having a constructive plan to offer either side.

### DO

- Get to know all the children.
- Give a positive message to victim, bully and witnesses with regard to the school's attitude towards bullying behaviours.
- Encourage witnesses and victims to speak out.
- Encourage the victim to help him/herself.

Silence and secrecy undermine the authority of the school and affirm the power of the bully. This can be fought through open discussion of bullying and the implementation of an agreed policy.

Other preventative measures include:

- Knowing the children, the school and likely places where bullying may occur.
- Using PSHCE sessions and materials – drama role play to encourage empathy; use stories with an appropriate message. Bullying is a repeated focus throughout the school through PSHCE materials and scheme of work.
- Promote a caring ethos which gives children access to help and support either through adults, bubble time, issues boxes, posters and helplines
- Involve children in co-operative work; praise non-aggressive behaviours; discussions on bullying behaviours.
- Communicate to the whole school community the school's views on bullying and how the school acts to prevent bullying.

### MONITORING AND REVIEW

## ANTI-BULLYING POLICY

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the Anti bullying Policy regularly. The policy will be formally reviewed annually by the Teaching and Learning Committee.

Date of last review: Summer 2023

Date of next review: Summer 2024