



# **ANTI - BULLYING POLICY**

**November 2007**

**Amended 2011**

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## POSITION STATEMENT

Glaitness School is committed to providing a caring, safe, inclusive and friendly environment where bullying of any kind is unacceptable and any incidents of bullying will be taken seriously and will be dealt with fairly, firmly and promptly.

We believe that our pupils have the right to learn in a supportive, caring, inclusive and safe environment without the fear of being bullied.

Bullying affects everyone, not just the person bullying and the person being bullied, it also affects those who watch, and less aggressive pupils may be drawn into bullying behaviour by group / peer pressure.

Bullying is neither an inevitable part of school life nor a necessary part of growing up, and it rarely sorts itself out without intervention and support.

Learning strategies to cope with and report incidents of bullying both within and out with the school is an essential element of every child's development of life skills.

## AIMS

The aims of the Anti - Bullying policy are to support those highlighted in Glaitness School's Behaviour Policy:

- To encourage parental involvement in their child's development
- To uphold a system of fairness and justice for the whole school community which is known, understood and followed by everyone.
- To provide a safe, happy and secure learning environment in which children can achieve their maximum potential
- To create a supportive environment for staff and pupils
- To encourage a shared awareness of the needs of all pupils and staff
- To encourage a consistent approach to strategies
- To promote and reward positive behaviour
- To promote respect for others and the environment
- To ensure that the responsibility of pupil behaviour is a shared one between pupils, staff and parents.

The focus of this policy is to:

- Prevent bullying
- Deal with bullying
- Provide information for parents, carers and the community

The likely impact of this guidance was assessed in the course of its development. That assessment found that the policy was of high relevance to equality and discrimination associated with race, disability, religion and sexual orientation. The policy is designed to have a positive impact on the school community and will be monitored to this effect.

## Definition of Bullying

Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused or undermined by another individual or groups of individuals.

Bullying behaviours are about an imbalance of power where there is a deliberate intent to cause harm or distress. These behaviours impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching, or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name calling, sarcasm, spreading rumours, teasing
- Cyber all areas of the internet, such as e-mail and internet chat room misuse, mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be bullied. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

## **Preventing Bullying**

Ultimately, strategies to prevent bullying will only be effective when placed within the context of a culture in which respect for others is consistently taught and demonstrated across all facets of school life.

Within Glaitness School awareness raising is promoted by:

- Displaying pupil's anti - bullying posters;
- Having discussions about bullying and why it matters
- Highlighting the issues at assemblies
- Encouraging involvement of community police through inputs to various year groups
- Organising an annual anti - bullying day/ week
- Teaching specifically related to bullying in the P.S.D. curriculum
- Teaching of more positive ways to resolving conflict, such as working co-operatively within the classroom and playground, restorative justice approaches.
- Staff and pupils as role models, particularly those in leadership roles such as playground buddies, pupil council etc.
- Appropriate provision of counselling or other support services.
- Provision of activities which develop a culture of caring for one another and acknowledging the worth and contribution of others and which help to develop compassion.
- Clear statements from staff about the nature and unacceptability of bullying.
- 'Across the curriculum' values teaching (eg looking at the problem of prejudice within the context of a novel or a history lesson).

## The Role of Staff

- Act as role models of caring and tolerant behaviour
- Listen to reports of bullying
- Protect the victim from further harm
- Act to stop the behaviour recurring
- Raising awareness through the curriculum

### **Offering Support to the child who is being Bullied**

- Reassure them that they are not to blame
- Create systems for early identification of vulnerable pupils
- Provide opportunities for friendship formation for isolated children
- Giving older children who have experienced bullying opportunities to support younger children who have been bullied
- Assigning 'named' staff to pupils who have been persistently bullied
- Providing small groups of supportive peers; and
- Giving the message 'there are no innocent bystanders'

### **Bullying behaviour can be changed by such things as;**

- Making pupils who bully accountable for their behaviour
- Developing sanctions which enable pupils to think about their choices rather than sanctions which depend on threat of force
- Helping pupils communicate more effectively in conflict situations
- Using behaviour cards to monitor bullying as well as classroom behaviour; and
- Adopting a no-blame approach to resolve the problem, not establish guilt.

### **Resolution Strategies -**

#### **A No Blame Approach should be promoted through;**

- Searching for educational solutions not problems;
- Allocating responsibility not blame
- Looking forward not back
- Focusing on and changing behaviour not personalities
- Examining relationship processes not incidents; and
- Resolving the problem, not establishing guilt.

## The Role of Pupils

- Students who are being bullied must speak to their teacher and give him/her full details of the event
- Students who witness the bullying will intervene if they are able or immediately seek teacher assistance if they can't intervene

### **Guidance for Pupils**

What **NOT** to do if you are being bullied

- Keep it a secret
- Fight back
- Stop going to school
- Believe what they say

What **SHOULD** you do if you are being bullied

- Tell someone
- Ignore the person
- Stay with friends

## The Role of Parents

Parents play a key role in the support of both the children who are being bullied and the children who are displaying bullying type behaviours. The school must work in partnership with parents in the restorative process. Parents can assist in the following ways:

- Let your child know that bullying in any form is never acceptable. Listen to your child and take their feelings and fears seriously.
- Make sure your child knows that being bullied is not their fault.
- Avoid calling your child names, like "weak, sook, wuss". Don't tell them "not to worry, to forget it, to toughen up."
- Avoid bullying tactics around your child, so they don't get mixed messages.
- If the bullying is verbal, help your child develop the skills to ignore it so that the bully does not get the satisfaction of a reaction. Practice the way to walk past looking confident with head up. Practice a supply of quick (not insulting) responses - for example 'that's your opinion', 'talk to someone who cares'.
- Avoid the urge to take everything into your own hands unless absolutely necessary, as this will make your child feel less in control.
- Help your child feel good about the other things in his life. Feed their self-esteem.
- When it is clear that your own child is displaying bullying behaviours, recognise the seriousness of the issue and support the school in implementing the policy.

## Resources

We Can Stop It!	(A Whole School Approach)	BEAM
Action Against Bullying	A Support pack for schools	SCCC
Supporting Schools against Bullying		SCCC
Standing up to Bullying in Orkney support leaflet		O.I.C. (2007)

## Help Organisations

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900

For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape  
2 Grosvenor Gardens  
London SW1W 0DH

## Websites

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.anti-bullying.net](http://www.anti-bullying.net)
- [www.children1st.org.uk](http://www.children1st.org.uk)
- [www.young-voice.org.uk](http://www.young-voice.org.uk)
- [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)
- [www.direct.gov.uk](http://www.direct.gov.uk)
- [www.crimereduction.gov.uk](http://www.crimereduction.gov.uk)



**Glaitness School**  
**Anti-bullying Record - Record 1**  
**Initial Report**

Reported by:

Date:

Name/s of pupil being bullied:

Class:

Name/s of pupil displaying/named in bullying behaviour:

Class:

Details of Incident	
Action Taken	Date when completed

Further information/comment/Decision re bullying incident or not.

Signature of staff member reporting incident: \_\_\_\_\_

Signature of Head Teacher: \_\_\_\_\_

**Glaitness School**  
**Anti-bullying Record 2**  
**Ongoing Review and further action**

Children involved:

Date of initial report:

The follow up will usually involve a check in with the pupils involved to ensure that the behaviour stops. This can be arranged on a daily basis or less depending on the nature of the incident/s.

For an ongoing issue, it is important that parents are informed regularly. Please also indicate when this happens and attach copies of any written correspondence.

Date	Time	Follow up	Details of follow up or any further action needed or undertaken
		Pupils Parents	
		Pupils Parents	
		Pupils Parents	
		Pupils Parents	
		Pupils Parents	

Any other comment/additional information

Signature of staff member reviewing incident: \_\_\_\_\_

Signature of Head Teacher: \_\_\_\_\_

**Glaitness School**  
**Anti-bullying Record - Record 3**  
**Final Review**

Children involved:

Date of initial report:

<b>Summary of review with named parties above</b>
<b>Agreement reached that incident is now closed</b>
<b>Signatures of named parties:</b>

<b>Administration record</b>	<b>Initial</b>	<b>Date</b>
Parents of child subject to 'bullying' behaviours contacted in relation to closure		
Parents of child subject to 'bullying' behaviours contacted in relation to closure		

Signature of staff member reviewing incident: \_\_\_\_\_

Signature of Head Teacher: \_\_\_\_\_

*All 3 records and any other supplementary records to be filed in pupil care and welfare file held in the office.*