

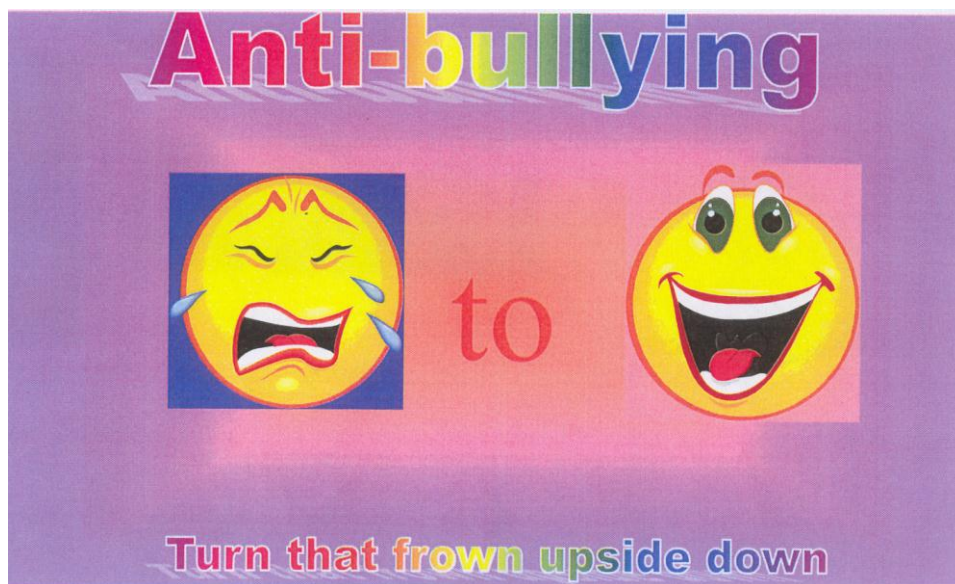
Jotmans Hall Primary School

Anti Bullying Policy

Approved by the Full Governing Body
Summer Term 2010



**Jotmans Hall Primary
School
Anti-bullying Policy**



March 2010

School's Anti-bullying Policy

Jotmans Hall Primary School

Approved and adopted ...March 2010

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies.

Review Date

SIGNATURES

Pupils
(via the School Council)

*Staff Coordinator of
Anti-bullying*

*Governor with
Responsibility for
Anti-bullying*

Headteacher

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Definitions of Bullying.

The Government defines bullying as:

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

Essex County Council - 2008:

In Essex we are agreed that bullying in any form is unacceptable. We aim to empower all individuals, institutions and communities to challenge, remedy and prevent bullying and create a culture where the rights of the individual are valued and upheld.

'Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless.'

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This Policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school e.g. governors, teaching and non teaching staff, parent/carers and pupils aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Why are we against bullying?

'Every Child Matters'.....because:

- Everyone has the right to feel welcome, secure and happy
- We should treat everyone with consideration
- If bullying happens it will be dealt with quickly and effectively
- It is important to tell someone

Bullying of any kind is unacceptable at our school.

What types of bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Bullying related to special educational needs and disabilities.
- Bullying of young carers or looked-after children or other wise related to home circumstances.

- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse. Mobile threats by text messaging and calls. Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

There is no 'hierarchy' of bullying, all forms of bullying are taken equally seriously, and dealt with appropriately.

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- 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
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

What causes Bullying?

People bully for different reasons.

The reasons could be:

1. To feel powerful
2. Jealousy
3. To feel good about themselves
4. To be in control

5. Because they want something (attention, possession or friends)
6. To look good in front of other people
7. To feel popular
8. Because of peer pressure
9. To be big/clever
10. For fun
11. Because they are being bullied themselves
12. Because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

Recognising Victims

Certain children may be more prone to becoming victims of bullying. These may include pupils who:

- Are new to the class or school.
- Have co-ordination difficulties.
- Are different in appearance, speech or background to other pupils.
- Demonstrate 'entertaining' reactions when bullied.
- Are more nervous or anxious.

Recognising Bullies

Bullies tend to:

- Have assertive, aggressive attitudes over which they exercise little control.
- Lack empathy, they cannot imagine what the victim feel.
- Lack guilt, they rationalise that the victim somehow 'deserves' the bullying treatment.

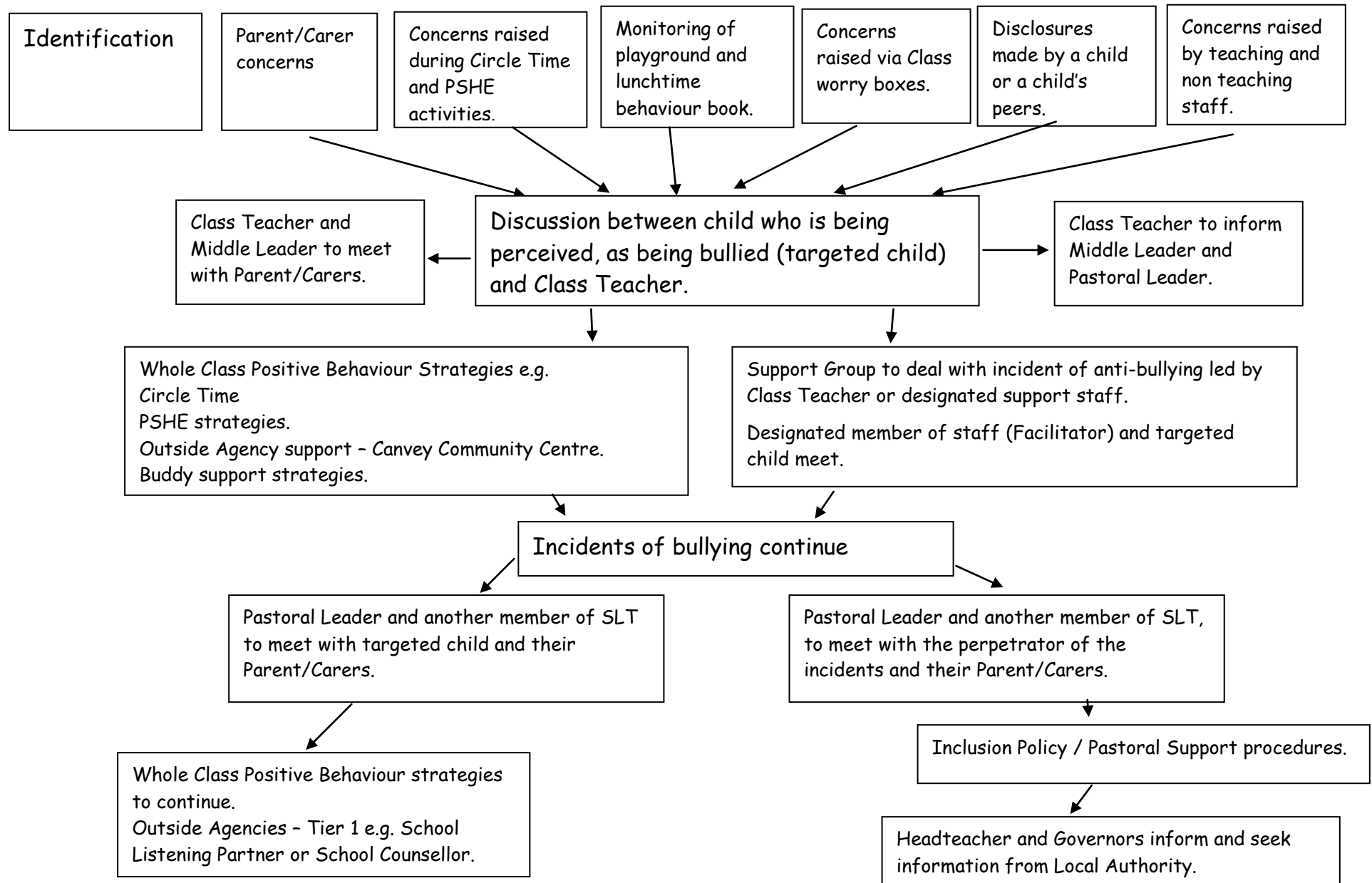
Why is it important to respond to bullying?

- Bullying Hurts!
- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

Our school will respond promptly and effectively to reported incidents of bullying

Responses to Bullying.

Responses to Bullying.



Facilitating a Support Group to deal with an incident of Anti-bullying.

The designated member of staff should be able to sustain the use of this strategy throughout the school e.g. someone with time/credibility with pupils, who has a positive attitude and is readily available to support the children.

Step 1.

Key Points A - Designated member of staff assigned to support the targeted pupil, meets with the child.

Opening statement:

"Everything you say will be just between us unless it is something that I think will stop you being safe. If I think that you may not be kept safe I will have to tell someone but I will let you know what I am going to do and when I am going to do it."

Member of Staff will ask, "Are you frightened that this is going to happen?" (Behaviours that have been reported).

If the answer is yes, then the matter needs to be addressed immediately. It is important to be aware that the targeted child may still be at risk after the interview e.g. on the playground. Arrangements should be made to ensure safety e.g. using a pass card so that they can come into school if required until the support group has been convened.

Encourage the pupil to write/draw/makeup a poem about how they are feeling however no names should be mentioned e.g. "I feel really sad when someone call me names".

Make sure no specifics are mentioned e.g. use "say hurtful things about my mum" rather than "calls my mum a pig". Read back to the target child to ensure it includes what they want - key feelings.

Do not include the target child in the group. Tell the pupil not to say anything about the fact that they have named people and it is to be dealt with in a problem solving group, leave is up to the adult to sort out.

Explain that punishment of people that bully often makes them do to more because they are angry, the group approach is a way to try and make the bullying stop and get peers to support the target child when adults are not around to help.

Step 2.

The designated member of staff convenes a meeting with The Group.

Key points B

The group should include the perpetrator plus other children who are good role models.

This can be achieved by asking the target child to scale peers i.e.

10 = children who are always kind

1 = children who wind him/her up or do unkind things most of the time.

Make sure there are several pupils who have scored 7 - 10 in the group.

If there are two or more children acting as perpetrators/colluders then it is important to split them into separate groups. There is a maximum of eight pupils in a group.

Do not use a room that is associated with punishment e.g. headteacher's room or detention room.

Do not hold a support group at playtime or during a favourite lesson as this leads to resentment. A group should only take 10 - 15 minutes.

When calling children out from a class make sure the names are jumbled and the main perpetrator is not at the top of the list. Tell the group that they have been selected as good problem solvers and their help is needed to sort out a difficult problem for someone in school.

Start the group by saying:

"I've called you together because I know (or your teacher has told me) that you are great at problem solving. Someone has told me that there is a person who is very unhappy when they are in school. I have asked that person to write/draw how they feel. (Facilitator then reads or shows the picture) Does anyone know who the person might be?"

Other pupils may well be identified too. (Their names should be noted and any needs followed up later). State that no names should be used apart from the targeted child and that you do not want to know about anything that happened in the past - the group is about making changes for the future. Ask the group to think what each one of them could do to make the targeted child feel happier in school. When they have an idea they should look at you.

Step 3 - Share responsibility.

Key points C

Once ideas have been listed, say that you now have a note of all their good ideas and you (or a member of the school staff) will need to know if the agreed actions are working for the targeted child. During the next few days if you (or the member of staff) see them around school they can either use a thumbs up if all is okay, a thumbs sideways if not sure, or a thumbs down if the target child is unhappy and they need to talk to a member of staff.

Remind the group that there may be other children in their class who feel the same and their good ideas could be used to help them too.

When finishing the group ask the:

"When does this start?"

Ensure the children or young people know it begins immediately.

Step 4 - Monitoring and problem solving.

Key points D

After a day, or sooner if the situation is urgent, check with the targeted child how they rate their safety in school using a scale of 1 - 10 with 10 being really safe. Children in the support group can also be used to rate how well it is going by using the same scoring

Make sure that monitoring is carried out regularly over a period of time. Discretely check with all children at intervals during the monitoring period. They too can rate how well it is going using 1 - 10 scoring (See Record of Action Taken Form). Problem-solve with individuals if they have further concerns. In some cases a follow-up support group may be required.

Record of Action Taken after a Bullying Incident has been Reported

Incident reported by:

Date:

Targeted child/young person's name:

Date of birth:

Year group:

State whether the child or young person is Looked After: Yes No BME Yes No

Has the child or young person got LDD/SEN Yes No

Has this child or young person been targeted before Yes No

Type of bullying: Physical Verbal Indirect (isolation or rumour spreading) Cyber (Please underline text messaging or internet related) Other (please specify)

Where did it happen: On the way to school On school transport On the playground During lesson time
 During playtime In the toilets other (please state)

Nature of bullying:

Disablist Homophobic Sexist Racist Religionist other (please specify nature of comments made)

Written text shared with Support Group Yes No

Picture shared with Support Group Yes No N/A

Date of 'Support Group' intervention:

Child or young person's reported feeling of safety before 'Support Group' intervention

☹️ 1 2 3 4 5 6 7 8 9 10 😊 10 being 'very safe' / 1 being 'very unsafe'

Child or young person's reported feeling of safety after 'Support Group' intervention

☹️ 1 2 3 4 5 6 7 8 9 10 😊 10 being 'very safe' / 1 being 'very unsafe'

Names of children or young people in Support Group	Yr. Grp	Ideas/solutions generated by group	Monitored by	Dates

Monitoring interviews with targeted child young person

<p>Date</p> <p>Feelings of safety ☹️ 1 2 3 4 5 6 7 8 9 10 😊 1 being 'very unsafe'/10 being 'very safe'</p>	<p>Monitored by:</p>	<p>Further action taken</p>
<p>Date</p> <p>Feelings of safety ☹️ 1 2 3 4 5 6 7 8 9 10 😊 1 being 'very unsafe'/10 being 'very safe'</p>	<p>Monitored by:</p>	<p>Further action taken</p>
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Strategies to support anti-bullying within school.

Bi-annual Personal, Social and Health Education - PSHE Weeks.

Key stage 1:

Pupils are taught that there are different types of teasing and bullying; that bullying is wrong; how to deal with bullying.

Key stage 2:

Pupils are taught the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying and aggressive behaviours; how to respond to bullying and ask for help.

Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help children to develop social and emotional skills, which underpin the PSHE framework. These resources are located in the SEN room.

Within the SEAL resources there are seven themes. Each theme is relevant to reducing bullying. The Say No to Bullying provides an explicit focus on bullying.

1. New beginnings
2. Getting on and Falling out
3. Going for Goals
4. Good to be me
5. Relationships
6. Changes
7. Say No to bullying.

The SEAL learning objectives related to anti-bullying are:

Foundation Stage:

1. I know I belong in my classroom.
2. I like the ways we are different and can tell you something special about me.
3. I can tell you some ways in which children can be unkind and bully others.
4. I can tell you how it feels when someone bullies you.
5. I can be kind to children who have been bullied.
6. I know who I could talk to in school if I was feeling unhappy or being bullied.

Years 1 and 2.

1. I can tell you what bullying is.
2. I can tell you some ways in which I am the same and different from my friends.
3. I am proud of the ways in which I am different.
4. I can tell you how someone who is bullied feels.
5. I can be kind to children who are bullied.
6. I know that when I feel sad, it affects the way you behave and how you think.
7. I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
8. I know what to do if I am bullied.

Years 3 and 4.

1. I know what it means to be a witness to bullying.
2. I know that witnesses can make the situation better or worse by what they do.
3. I know how it might feel to be a witness to and a target for bullying.
4. I can tell you why witnesses sometimes join in with bullying or don't tell.
5. I can tell you some ways of helping to make someone who is being bullied feel better.
6. I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
7. I can problem solve a bullying situation with others.

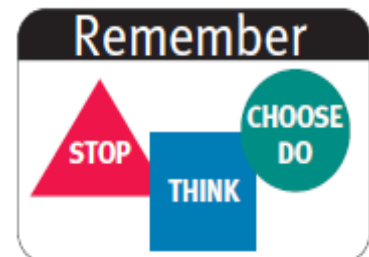
The Canvey Community Centre come into school and hold workshops with children in Year 3 and 4 based on anti-bullying strategies.

Year 5 and 6

1. I can understand how rumour spreading and name calling can be bullying behaviours.
2. I can explain the difference between direct and indirect types of bullying.
3. I can explain some of the ways in which one person (or group of people) can have power over another.
4. I know some reasons why people use bullying behaviours.
5. I know some ways to encourage children who use bullying behaviours to make choices.
6. I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.

The School uses the SMART Thinking strategy.

Interpersonal and thinking skills programme



This strategy encourages children to "Stop" "Think about their actions and consequences" then "Choose" a particular action whilst being aware of the consequences of their actions. All resources are kept in the Special Needs Room.

The Role of Governors

The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. Any incident of bullying that occurs, is taken very seriously and dealt with appropriately.

The Role of the Head teacher

It is the responsibility of the Head teacher to implement the school Anti-Bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the School Policy the procedures for supporting a child who has been bullied.. The Head teacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request.

The Head teacher sets the school climate of mutual support and praise of success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Pastoral Leader ensures that all incidents of bullying are recorded in the anti-bullying file and supports Class Teachers in carrying out the group strategy.

The Role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If teachers witness an act of bullying, they follow the responses to bullying graduated approach.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher immediately.

Parents have a responsibility to support the School's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline - advice and stories from children who have survived bullying

08000 1111

Bullying on line

www.bullying.co.uk

Parentline Plus - advice and links for parents www.parentlineplus.org.uk

08088002222

Parents Against Bullying

01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.

www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents - a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents