Bressingham Primary School

Anti-Bullying Policy

Our agreed definition of bullying:
Bullying can range from physical violence to verbal abuse and being cut out of social groups. It also includes abusive texts, e-mails or nasty notes put on websites (known as cyber bullying). Bullying is not a one off incident such as a fight or when two equals have the odd fight or quarrel.

The DfE (Department for Education, 2011) defines bullying as:
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Any bullying definition should include the three key characteristics of bullying i.e. It is:

• Deliberately hurtful (including aggression)

• Repeated often over a period of time

• Difficult for the victim to defend themselves against

Rigby (2002) described bullying as a 'systematic abuse of power'. It is this imbalance of power that is key in considering whether an incident is bullying or not.

What bullying can include:
Bullying can take many forms but it usually includes the following four types of behaviour:

• **Physical** – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute as physical bullying.
• **Verbal** – Name-calling, insulting, making racist, sexist, homophobic or non-binary jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying
• **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
• **Cyber** – any type of bullying that is carried out by electronic medium such as:
- Text message bullying
- Picture/video clip bullying via mobile phone cameras

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- Phone call bullying via mobile phones
- E-mail bullying
- Chat-room bullying
- Bullying through Instant Messaging (IM) and Social Networking sites
- Bullying via websites

- Staff in schools, as well as children and young people, may become targets of cyberbullying

As well as these four main types of bullying there are other forms of bullying of certain targeted groups which need to be recognised. These include:

Racist bullying – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.

Faith-Based bullying –physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on differences of religion

Sexual bullying **(**bullying that has a specific sexual dimension or a sexual dynamic**)** **sexist bullying** **(**bullying based on sexist attitudes that when expressed, demean**,** intimidate or harm another person because of their sex or gender**)** – use of sexist language, negative stereotyping based on gender, unwanted/inappropriate physical contact, sexual innuendo, suggestive propositioning, distribution/display of pornographic material aimed at an individual, graffiti with sexual/sexist content aimed at an individual
Transphobic bullying - Stems from a hatred or fear of people who are transgender. Transgender is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Physical, verbal, written social exclusion, on-line or text abuse or ridicule another person perhaps for their behaviour, clothing or appearance.

Homophobic or non-binary bullying (bullying motivated by prejudice against lesbian, gay, bisexual or trans people LGBT or those perceived to be LGBT) – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on sexual orientation.

SEN/Disability bullying – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on disability or learning difficulties

Preventative measures against bullying:
What do all children need to know about bullying in order to prevent it occurring? Much of this is brought into the curriculum through our RHSE work. Circle Time will also be used as a means of solving and preventing bullying situations. The RHSE curriculum

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also needs to provide age-appropriate advice to support LGBT pupils and those from LGBT families. Pupil voice monitoring is carried out.

What do children need to know about bullying?
- What we mean by bullying
- That we will listen to them
- They have the right to space
- Strategies to help them to become assertive
- Role play in order to practise strategies
- A safe place
- Know 5 people they can trust
- Know what acceptable behaviour is
- Why they/ others are being bullied
- That they can say no
- The role of the bystander- see below
- That bullying is not tolerated or approved of by staff and children
- We care
- That they must not punish themselves
- Bullying is always a weakness

Signs of Bullying:
Any of the following behaviours <u>might</u> mean a child is being bullied. All staff should be alert to the signs that they might pick up in school, but equally talk to a parent/carer about any changes in patterns of behaviour they have noticed at home.

In school this could be:
- Beginning to do poorly in school work for unexplained reasons
- Changes in emotional state, such as crying, aggression, becoming withdrawn
- Refusing to say what's wrong
- Starting to bully others
- Avoiding certain activities, for example, where pupils from school are involved.
A parent/ carer might notice that their children are:
- Changing their normal route to school
- Reluctant to go to school or regularly complaining of feeling ill each morning
- Asking for unusual amounts of money or beginning to steal
- Bedwetting
- Returning home with unexplained scratches and bruises, or with damaged books and belongings
- Unusually hungry when getting home from school, although they have been given packed lunch/dinner money

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These are only examples, and there could be other reasons for these changes. Often those who notice are other children in school and it is important to take seriously the comments of other children. If you are worried that something is wrong, ask the child/young person directly about it, including asking them whether they are being bullied.

The role of bystanders:

Research by Craig & Pepler (1997) found that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. In playground observations, peers intervened in significantly more episodes than adults did (11% of episodes versus 4%).

A study by Rigby and Johnson (2004) assessed factors, which incline or disincline bystanders to help a child who is being bullied:

Factors that incline students to say they help someone who is being bullied:
• Empathy
• Perception that friends expect them to help
• Some experience of helping a victim in the past
• Age – primary age are more likely to help than secondary.

Factors that disincline students to help:
• A belief that people should look after themselves
• Fear of consequences of intervening e.g. embarrassment
• Feeling that one only has responsibility for one's friends
• Enjoyment of conflict
• Sadistic desire to hurt

Research in Finland by Salmivalli (1995,1999) found that witnesses of bullying incidents adopt particular roles. The following 'participant roles' were identified:
• **Assistants** who join in and assist the bully
• **Reinforcers** who do not actively attack the victim but give positive feedback to the bully, providing an audience by laughing and making other encouraging gestures
• **Outsiders** who stay away, not taking sides with anyone or becoming actively involved, but allowing the bullying to continue by their 'silent approval'
• **Defenders** who show anti-bullying behaviour, comforting the victim, taking sides with them and trying to stop the bullying.
More recent research highlights the importance of bystanders with evidence that children with both high empathy and high peer group status, can be the most effective defenders (Caravita et al 2009).

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We will help our children to develop the characteristics of bystanders who intervene to help, by helping them to empathise, perceive the need to help and have experience of intervening, by talking about this and using role play, as part of our RHSE programme.

Appendix A include ideas from School Council for what to do to help people who may be bullied and how we could help people who may bully.

How we will deal with bullying:

1. We will take action as quickly as possible, trying to prevent bullying from happening by being alert to relationships/ issues between children and encouraging them to talk to us, then one another about these

2. If bullying is seen or reported, we will take action straight away, assuming that it has happened, but identifying quickly whether it is bullying according to our definition; if it is not, all parties will be contacted to let them know that this is not being treated as a bullying incident, but for them to let us know if there are further issues; the incident will be dealt with according to our behaviour policy if it is not deemed to be bullying

3. Bullying that takes place between pupils from the school should be dealt with, even if it has taken place outside of school, when it is drawn to our attention

4. We will reassure the victim and offer help, advice and support to him or her

5. We will talk to those directly involved; victim, bully and any others- separately, then victim and bully together

6. We will encourage the bully to see the victim's point of view by bringing the parties together to discuss the incident, feelings and alternative outcomes

7. We will ask the bully how they can make the situation better and follow this if it is a reasonable suggestion; if not, staff will make an alternative suggestion- see sanctions below (point 10)

8. We will record the incident as Bullying on the incident form, if we have proof that bullying is taking place

9. We will consider the appropriateness of the sanction. If sanction is deemed necessary, we will clearly explain the reason for it. The consequence will be the withdrawal of privileges in the following form: free time (breaks, lunchtimes); placement in the classroom, at playtime, around the school.

10. We will review the situation by observation of the child, contacting a parent/ carer to ensure that the victim is happy at school, and by speaking to the child.

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11. If the situation is not resolved, we will seek advice from an outside provider, after speaking to a parent/carer of the child involved. (This may include School2School advice, Early Help, Virtual School for SEND, as appropriate.)

12. We will contact a parent/carer of a victim and bully by meeting or telephone call to inform them and to involve them in any future action, including when we feel that the situation is resolved, checking that the victim is now happy in school.

Also refer to: Behaviour Policy

Appendix A: see next page

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Ideas from School Council…

Help people who may be upset by others …

Go and help by playing with them.

Tell the teacher.

Tell the bully to stop.

Help people who may hurt other people…

Tell them to stop.

Go and play with them because they may be being bullied.

Calm them down.

Go and play with them and be there to stop it.

Play with them doing another game to distract them.

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