



DOWNSELL PRIMARY SCHOOL

ANTI-BULLYING POLICY

January 2016



Downsell Primary School

Anti-Bullying Policy

Equal Opportunitites

At Downsell Primary School we believe that every child is entitled to equal access to a broad and balanced curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

We are committed to promoting a teaching and learning environment for all that embeds the values of inclusive educational practices. We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

(A) General Policy Statement

Bullying, intentional or unintentional, is not an acceptable form of behaviour. This school will react proactively, in a measured way, to reported or discovered bullying. Our bottom line is protection and support for the victimised. However we will attempt to support the bullying child (or adult) out of such behaviours. We will also work on moving from reaction to bullying to the prevention of bullying.

(B) What is Bullying?

Bullying behaviour falls into two general types: intentional and unintentional bullying.

(1) Intentional Bullying

This is the willful and conscious desire to hurt or frighten someone else. This can be either a one-off event, or a persistent and ongoing verbal or physical attack, and often both.

Physical: hitting; kicking; pinching; sexual assault; extortion; stealing; hiding belongings.

Verbal: name calling; mockery; insulting; making offensive remarks; sexual innuendo; threatening.

Indirect: A third form of intentional bullying is more indirect (as in cyberbullying) though it has the same motivations, and includes spreading unpleasant stories about someone; exclusion from social groups; being made the subject of malicious rumours; graffiti; defacing of property; display of pornographic, disabilist, homophobic, racist or sexist material.

(2) Unintentional Bullying

This is the most common form of bullying behaviour. It is thoughtless and insensitive behaviour towards others, but there is no intention to harm. However, the person who becomes the target of these behaviours, experiences it as being bullied. The table that makes up Appendix 1 provides the contrasts between intentional and unintentional bullying.

This school recognises that it is these unintentional bullying behaviours, indicative of a lack of personal emotional health and literacy, which provide the bedrock and atmosphere for all intentional forms of bullying behaviour.

This statement applies to all levels of staff, as much as it does to our children and parents/carers

Role of Head teacher

It is the head teacher's responsibility to ensure all stakeholders of Downsell Primary are aware of the procedures for dealing with bullying.

The Role of the Parents

Parents who are concerned that their child might be being bullied, or who suspect their child might be the perpetrator of bullying, should contact their child's class teacher or member of the Senior Leadership Team.

(C) Strategies

(1) Reaction to Reported or Discovered Bullying

The school has in place a number of strategies. These include:

- Taking seriously and investigating fully, all reported bullying
 - Setting up support groups for the victimised and, when appropriate, for the bullying child
 - Full communication with, and support for, the parents/carers of both bullying and victimised children
 - Personal mentoring for the victimised
 - Personal mentoring for the bullying child (or adult)
 - Appropriate sanctions to help the bullying child (or adult) realise there are consequences to indulging in intentional bullying behaviours
- Recording of all incidents

(2) Preventing Bullying

Research has shown that the victimised obviously want the bullying to stop, but also would have liked the bullying never to have started in the first place. In response to this we have created strategies, complimenting the above, intended to work on all aspects of unintentional bullying. All of these strategies focus on the development of emotional health and literacy (Appendix 2) and include:

- Developing SEAL (social and emotional aspects of learning) as a cornerstone both of the entire curriculum, integrated or otherwise, and of classroom management
- All classes developing and using the 'Rights Respecting Charter' to help create an ethos and atmosphere of mutual support and mutual responsibility
- Developing the Rights Respecting statements between staff and pupils and vice versa
- All classes developing and using the Supportive Pupil of the Day award
- All classes using Goal for the Day
- Explaining clearly and repeatedly what we are doing and why
- Encouraging the children's voices via classroom discussion and the school council

(D) Monitoring and Evaluation

The Inclusion Manager (or equivalent) will oversee the monitoring and evaluation of the strategies, and all staff members will be required to contribute. Parents/Carers will also be included when their child is admitted to school (Parents will be told expectations re expected behaviour of all stakeholders. However the key component in deciding if the strategies are working will be the children via the school council. The individual elements of an ongoing, proactive, monitoring and evaluation will include:

- Recording all incidents and the method(s) of resolution via SIMS. Analysing behaviour half termly and highlighting if there is a drop in incidents and if not which

- child/ren are involved and implementing strategies to stop the incidents/behaviour.
- Asking the school council to develop a short questionnaire that can be used for ongoing sampling of views from children
 - Asking children, teachers and other classroom staff to note and record supportive behaviours to help discover if there is a term on term increase in such behaviours both inside, and outside, the classroom
 - Developing a short questionnaire that can be used to consider anecdotal evidence from children, staff and parents/carers
 - Monitoring and supporting teachers in developing and sustaining an emotionally healthy classroom management strategy and style
 - An ability to tweak strategies in response to the gathered evidence
 - Curriculum take-up

Appendix 1

Intentional and Unintentional Bullying

There is a stereotype of the bully as someone mean and nasty. This suggests that bullying is always an intentional act. Unless and until we all recognise in what ways we can unintentionally play the bully, we will not be able to challenge, in the long-term, those behaviours that are designed to hurt another. What follows is a table considering some of the differences between these modes of bullying.

Intentional Bullying

- Is a small part of the bullying background
- Intends to cause harm
- Is usually a sustained attack, though it can be experienced as a one-off, the fear remaining and determining future responses
- Can be physical, psychological, social or verbal
- Is a deliberate expression of personal power
- Is naked aggression
- Provides pleasurable feelings
- Is directed at those who are perceived as weaker
- Lacks any moral considerations
- Provokes a deliberate atmosphere of fear
- Is purely self-seeking
- Is careless of consequences
- Thrives on misery
- Thrives on “having a laugh”
- Thrives on any prejudice or perceived difference - the starting point for identifying a suitable victim
- Thrives on the collusion of others
- Thrives on the non-intervention of bystanders
- Thrives in an overly competitive atmosphere
- Thrives where sensitivity and empathy have no place
- Is careless of the needs of others
- Is careless of the rights of others
- Never apologises

Unintentional Bullying

- Is the most common form of bullying
- Is an activity we all indulge in
- Does not intend to cause harm, but does
- Is thoughtless behaviour
- Is insensitive behaviour
- Lacks ongoing empathy with the needs and feelings of others
- Can be aggressive, but is not considered such by the aggressor
- Is often accompanied by such thoughts as, "I'm doing it in their best interests"
- Is often accompanied by thoughts such as, "I'm doing it in the best interests of the school/company etc."
- Can be self-seeking but is unaware of consequences
- Does not thrive on the pain of others but rather is unaware of it
- Often thrives on gossip
- Is where we would be shocked at the bullying behaviour of others without being able to relate to our own bullying behaviours
- Thrives on unchallenged "minor " prejudices
- Is where causing painful embarrassment is confused with "having a laugh"
- Is where you assume you know the reasons why somebody acts in a particular way, and then you respond accordingly
- Apologises without really appreciating the discomfort caused

Appendix 2: Emotional Health and Literacy

"Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. Research suggests it is responsible for as much as 80% of the "success" in our lives." - Freedman et al. Handle With Care: Emotional Intelligence Activity Book, Introduction, 1997/1998

“(Emotional literacy is)...the ability to identify, understand and express emotions in a healthy way”. Jared Rosen – CEO Children’s Emotional Literacy Project

Signs of High EL or Signs of Low EL

- Expresses feelings clearly and directly with three word sentences beginning with "I feel..."
- Does not disguise thoughts as feelings by the use of "I feel like...." and "I feel that...." sentences.
- Is not afraid to express feelings.
- Is not dominated by negative emotions such as: Fear, Worry, Guilt, Shame, Embarrassment, Obligation, Disappointment, Hopelessness, Powerlessness, Dependency, Victimization, Discouragement
- Is able to read non-verbal communication. Lets their feelings lead them to healthy choices and happiness.
- Balances feelings with reason, logic, and reality.
- Acts out of desire, not because of duty, guilt, force or obligation.
- Is independent, self-reliant and morally autonomous.
- Is intrinsically motivated.
- Is not motivated by power, wealth, status, fame, or approval.
- Is emotionally resilient.
- Tends to feel optimistic, but is also realistic, and can feel pessimistic at times.
- Does not internalize failure.
- Is interested in other people's feelings.
- Is comfortable talking about feelings.
- Is not immobilized by fear or worry.

- Is able to identify multiple concurrent feelings. •Can't put together three word sentences starting with "I feel..."
- Doesn't take responsibility for their feelings; but blames you or others for them.
- Can't tell you why they feel the way they do, or can't do it without blaming someone else.
- Attacks; blames; commands; criticizes; interrupts; invalidates; lectures; advises and judges you and others.
- Tries to analyse you, for example when you express your feelings.
- Often begins sentences with "I think you..."
- Sends "you messages" disguised as "I feel messages" For example, "I feel like you
- Lays guilt trips on you.
- Withholds information about or lies about their feelings. (Emotional dishonesty)
- Exaggerates or minimizes their feelings.
- Lets things build up, then they blow up, or react strongly to something relatively minor.
- Lacks integrity and a sense of conscience.
- Carries grudges; is unforgiving.
- Doesn't tell you where you really stand with them.
- Acts out their feelings, rather than talking them out.
- Plays games; is indirect or evasive.
- Is insensitive to your feelings.
- Has no empathy, no compassion.

Reviewed by Jan Hawkins January 2016

Next to be reviewed January 2017