



WALTON-on-the-NAZE PRIMARY SCHOOL

## ANTI-BULLYING POLICY

*Choose your Dream and Chase it!*

Review date	Spring 2020
Approved date	Spring 2019
Responsible committee	Curriculum and Pupil Related Matters

## POLICY FOR ACTION AGAINST BULLYING

Bullying is the repetitive, conscious desire to hurt or threaten or indeed frighten someone else. All bullying will be treated as either physical, verbal or psychologically. Any behaviour which is illegitimate use of power is bullying.

Acts of Bullying may include

- Physical abuse
- Verbal abuse
- Electronic bullying
- Ignoring
- Family comments

### Aims

- to prevent bullying from occurring
- to deal effectively with bullying when it occurs
- to raise awareness through the curriculum
- to raise awareness with parents about the need for shared responsibility
- to give children opportunities to talk about their feelings
- listening to victims and giving them strategies in being pro-active in helping themselves
- to fulfil guidelines stated in local authority (LA) document

### Response by Adults to Bullying

We need to do the following:

- Remain calm and in charge; take the report seriously.
- Try to make conversations as private as possible.
- Take action as quick as possible.
- Reassure the victim; don't allow him/her to feel inadequate.
- Offer help, advice and support.
- Encourage the bully to see the victim's point of view.

- Not react aggressively to the bully; this might give the message that it's alright to bully if you have the power. The aim is to help the bully to feel concern for the victim. (i.e. no blame approach)
- Inform the Headteacher, who will then inform parents
- Inform colleagues if necessary.
- Make sure that the incident is not constantly referred to, so that the children concerned can "move on".

**We will not:**

- Be over-protective and refuse to allow the victim to help him/herself.
- We will not judge the bullying child to be bad, but rather show disapproval of the bullying incident.
- Keep the incident secret because it has been dealt with.
- Try to conceal the incident from parents concerned.

**Response by children**

- To tell adults, teachers or parents
- Not to feel so ashamed of being unpopular
- Not to feel guilt about not being able to stick up for yourself
- Not to feel you must deserve it
- Not to be too frightened of the consequences to tell
- Not to hope it will stop and that the bullies will pick on someone else
- Not to accept that it is part of school life and just put up with it.

**Response by Bystanders**

Pupils may fail to help someone being bullied for a variety of reasons. Research suggests this may not reflect apathy, but rather a feeling of not knowing what to do as well as fears that they themselves will then be teased or bullied.

Pupils may also be apprehensive that they will not get the support of peers and teachers. Schools would benefit by making explicit the vital role of bystanders in helping to eliminate bullying.

### **A Positive Approach**

#### **We will work hard to:**

- Create a positive ethos and expectation of good behaviour, using praise and recognition of supportive attitudes wherever possible.
- Ensure that all children are treated fairly and equally taking their needs into consideration
- Ensure we give the children a range of opportunities to work together in a variety of groups and settings.
- Discuss behaviour with children, especially with reference to the school's behaviour contract, and before a difficult situation occurs.
- Use praise and encouragement with individuals, groups and classes to foster personal self-esteem and a positive sense of group identity.

#### **This will be achieved through:**

- Maintenance of a strong ethos of mutual support and common understanding throughout the school community
- Personal, Social and Health Education (PSHE) programme, assemblies, rewards and sanctions in line with policy
- Maintenance communication strong network - staff, pupils, parents

**ALL CHILDREN STAFF AND PARENTS ARE TO BE ENCOURAGED TO  
REPORT ANY INCIDENCE OF BULLYING.**

**APPENDIX**

**Talking to someone who has been bullied**

- Begin with general conversation and be prepared for the pupil to express guilt, shame, anger, fear and other emotions and encourage them to explore their feelings.
- Talk slowly and don't insist on information. Demonstrate concern that the pupil has had some difficulties and express belief that you can help.
- Be aware of any hints, red herrings.
- Give assurance that it is an important matter.
- Try and find out information in ways other than by direct questioning.
- Show your trust, remain empathic and confirm that your support will continue.
- Help the pupil to formulate his or her own views.
- Help the pupil to plan a response that is positive and realistic and bring each meeting to an end optimistically and thank the pupil for co-operating.

**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 behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

**Indications of those at risk from bullying may include:**

- Lack of friends
- Isolation
- Poor communication and/or co-ordination
- Unusual physical characteristics
- Volatile, sulky or tearful behaviour
- Inexplicable behaviour
- Choosing to stay with adults
- Illness and absenteeism
- Lateness
- Unpopular families
- Accents or racial differences
- Vulnerability through SEN or child protection issues