



St. David's School

Anti-bullying Policy (Whole School including EYFS)

St. David's is committed to safeguarding and promoting the welfare of children and young people, along with their protection and expects all staff and volunteers to share this commitment.

1. Aims

A definition of bullying includes racial, religious, cultural, sexual, homophobic, disability and cyber (social websites, mobiles, text messages, photographs and e-mail).

To prevent bullying through the consistent application of a school policy to which all staff are committed.

2. Objectives

To understand behaviour that is recognised by both teachers and pupils as bullying.

To promote behaviour that gives everyone at St. David's the right to feel safe at all times and to provide an environment which is happy and secure.

To ensure that everyone at St. David's is aware that bullying is a serious offence, which is unacceptable, and that it will not be tolerated by any member of the school community.

To provide teachers and pupils with strategies for dealing with all aspects of bullying and the prevention of bullying, whether they occur in their own class or at any other time.

3. What is Bullying?

- Bullying is behaviour that deliberately intends to harm others by physical, verbal, emotional or psychological means.
- Any behaviour, which uses the illegitimate use of power over another, is bullying behaviour.
- Bullying may vary depending on who the bully is, who the victim is and the context of the situation.
- Bullying may take place as an isolated incident or may be persistent.
- Bullying may be the act of individuals or members of a group. Bullies in a group can be particularly difficult to deal with, but it is important to remember that groups are made up of individuals.
- Victims of bullying may be vulnerable, but their vulnerability may not be visible to adults. The victim may look like any other child.

4. Recognising Bullies

Bullies are not always easily recognised, however bullies can be the kind of pupils who are:

- Academically achieving less/achieving as well as – if not better – than their peers.
- Unpopular or insecure/quite secure and happy.

Bullies may also be victims, but this is less common.

- Bullies tend to have assertive, aggressive attitudes over which they have little control
- Bullies tend to lack empathy; they cannot imagine what the victim feels
- Bullies tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment.

Staff must consider what witnesses to bullying perceive if no action is taken and how they will define what is acceptable at school?

5. Silence and Secrecy

Bullying usually takes place in 'secret' locations of the school, areas that are lightly supervised. However, bullying is not necessarily kept secret from other pupils. The reaction of witnesses is a vital one. Witnesses must be encouraged to tell what they know or see. Silence and secrecy undermine the power of the school and affirm the power of the bully.

A School Council made up of appointed and elected pupils meet regularly to discuss whole school issues.

APPENDIX 1

The following are examples of bullying and their seriousness will need to be judged on their severity and persistence:

1. Physical Bullying

- Hitting
- Pushing
- Kicking
- Biting
- Pulling of hair or clothes
- Charging

Some of these actions may occur during boisterous play, especially with younger children, but this is not usually deliberate or with malicious intent. Nevertheless, this behaviour needs addressing and monitoring.

2. Verbal Bullying

- Persistent name-calling or taunting
- Spreading rumours
- Persistent teasing that causes pain or loss of esteem

3. Emotional or Psychological Bullying

- Ignoring, excluding from a group or ostracising
- 'Staring out'
- Threats or intimidation
- Extortion of money or belongings
- Taking or damage property
- Inciting, encouraging or pressurising others to behave in ways against their will

Some behaviour may be caused by pupils 'falling out' or reacting to incidents. Learning to tolerate this is a normal part of emotional development and pupils need to learn to differentiate this from the more serious nature of bullying.

4. Cyber Bullying

- Chain e-mail
- Social networking sites
- Threatening e-mails

5. Recognising Victims

Victims may be pupils who:

- Are new to the class or school
- Are different in appearance, speech or background from other pupils
- Suffer from low self-esteem, (but is this the cause or effect of the bullying?)
- Demonstrate 'entertaining' reactions when bullied, eg tantrums, loss of control

- Are more nervous or anxious, (but witnesses who are not bullied may also appear anxious)
- A victim just might be the person who is in the wrong place at the wrong time.
- Victims may see themselves as inadequate/friendless; they may become withdrawn/depressed.
- Some victims may come to believe that they deserve the treatment they received from the bully if no adult intervenes.

6. Things to Avoid

Don't:

- Be over-protective and refuse to allow the victim to help him/herself
- Keep the whole incident a secret because you have dealt with it
- Try to hide the incident from parents of the victim or the bully
- Call in parents without having a constructive plan to offer either side

APPENDIX 2

1. Procedures for dealing with reported incidents of bullying

Step 1

- It is important that all incidents of bullying are dealt with in a calm manner. This shows that the situation is under control.
- Reassure the victim with concrete advice and support.
- Do not trivialise the situation, but encourage victims to assess their own position.
- Develop an assertive attitude based on self-confidence and a sense of self worth.
- Judge each situation as it presents itself. Do not pre-judge or use previous pupil behaviour as evidence of bullying.
- Consider whether your action needs to be public or private.
- Make it plain to the bully that you disapprove.
- Encourage the bully to see things from the victim's point of view. This is usually more effective through role-play rather than being asked 'how would you feel if this happened to you?'
- Consider carefully whether you need to punish the bully and explain clearly what and why it is being given.
- Ensure punishments are directed at the behaviour not the pupil and are appropriate and fair.
- Take all incidents seriously. Never tell children not to tell tales, etc. Always listen and assess the situation, whoever the source of information is.
- Encourage all children to report incidents of bullying if they are witness to them, and recognise that this could put them in a difficult situation with the bully.

Step 2

- Try to assess any 'trigger' factors that might be recognised to prevent future incidents.
- Listen to each aspect of the incident before making judgments or taking any action. Interview the victim and bully separately. Interview witnesses sensitively and be aware that they may be involved in some way, whether passively or actively.
- Convene a meeting between bully, victim and any other involved members in order to seek reconciliation if possible or appropriate.
- Write a full account of the incident to enable patterns to be identified. A pupil or witness's account may be attached if supplied.
- Give copies of the report to the Deputy Head and Head as soon as possible, preferably the same day.
- Continue to monitor the situation closely, either in full view or covertly. Emphasise to all members involved, including the victim and friends, that any further incidents must be reported and that punishments will increase accordingly, if appropriate.
- Write, telephone or meet with parents to inform them of the situation and resulting action.
- Provide parents with constructive advice and a plan of future actions if required. Explain that some situations take longer to resolve than others, but any recurrence of bullying should be reported at once.

- Telephone conversations or meetings must be followed up with a written letter confirming what has been discussed.
- Inform other staff through staff meetings so that all staff may remain vigilant to the situation.

APPENDIX 3

1. Preventative Measures

Preventative measures should focus on helping all children to behave in a socially responsible way.

These measures should be part of school practice as recognised in the 'Behaviour and Discipline Policy' and can be integrated within the curriculum and more specifically, PSHE.

Guidelines for preventative measures suggests:

- Agree a bullying policy and act on it consistently
- Know your school – where might bullying occur?
 - Organise a survey
 - Undertake spot checks
 - Get pupils to write about the school
 - Get pupils to draw a plan of the school marking the 'danger' areas
- Keep records of all incidents and discuss resolutions
- Support pupils. Consider:
 - Do pupils know you care about bullying?
 - Do pupils know they should speak out?
 - Is there a designated person to help pupils?
 - How do you integrate new pupils into school?
- Support both victims and bullies. Consider:
 - Can victims be trained to be more assertive or socially skilled? Who, how, when?
 - Can bullies learn to control their aggression or be more empathetic? Who, how, when?
 - Can other pupils help bullies and victims?
- Curricular links. Examine:
 - PSHE programme
 - Use of role-play, drama, circle time, discussions, case studies and games
 - Use of assemblies
 - Is acceptable behaviour implicit through classroom practices?
- Communication:
 - Publicise the policy to all pupils and staff
 - Keep parents informed. Let them know that the school acts to prevent bullying, not just deal with incidents.
 - Examine the hidden curriculum. What kind of messages do school documents or staff give out?
 - Build on the values and ethos of the school.

Reviewed August 2011 by C Mardell
Review September 2012 by C Mardell/SMT