

## **Aims of the Policy**

Green Lea First School aims to take a positive approach to bullying, trying to both prevent it and deal with the problems arising from it. We believe that our pupils are entitled to receive their education in a safe and caring environment, free from fear and intimidation. All governors, staff pupils and parents will be encouraged to share these values and turn them into action.

## **Prevention of Bullying**

All staff at Green Lea First School have an important role to play in demonstrating a positive model for children in showing ourselves to be fair and balanced in the way we deal with children especially those most frequently in need of our care and support. We must not prejudge a situation.

## **A Definition of Bullying (including cyber-bullying)**

Bullying may be defined as deliberately hurtful behavior, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

Physical (e.g. hitting, kicking, theft)

Verbal (e.g. racist or homophobic remarks, threats, name-calling)

Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

Information and Communication Technology (ICT) now more commonly referred to as Digital Technology, enables children and young people to learn, plan, communicate and explore the world in fantastic new ways and many children and young people are now skilled in using digital technology including computers, tablets, mobile phones and gaming machines. However with this new technology there are new risks and it is important we have understanding around prevention. Through our on-line safety policy we ensure children are aware of how to keep themselves safe on-line and what to do if they encounter problems such as cyberbullying.

Information on cyberbullying is available on the NSPCC website and there is information for parents on the government website:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

### **Initial reaction to a child disclosing**

1. Reassure the victim(s) that you will help.
2. Take the report or incident seriously.
3. Remain calm, you are in charge.
4. Take action as quickly as possible.  
Colleagues must use their discretion in deciding whether an incident is or is not bullying and when it is appropriate to follow the agreed procedure. If they are in any doubt whatsoever they should consult with other colleagues.
5. Ascertain who is involved.
6. Decide whether to tackle it publicly or privately, on the appropriate course of action and who else should be involved.
7. Make sure that the incident is logged in the incident book. The Headteacher should be informed.
8. Serious incidents may be referred for support from external agencies.

## APPENDIX

### Developing a Positive Anti Bullying Environment

#### **Strategies for children to use:**

- {EMPOWER pupils with the phrase "Don't Suffer in Silence"
- {Discuss with the children what they think of as bullying
- {Assure pupils that they can confide in all the staff and that their concerns will be dealt with, they need to know that we care about bullying
- {Assure the children that it is not wrong or sneaky to tell about bullying
- {Consider where, when and by whom bullying MAY occur and try to stop the situation from arising in the first place
- {Make sure that new pupils know about the bullying policy.
- {Support the bullied and the bully
- {Cover aspects of bullying through the curriculum, social training is just as important, if not more so, than subject knowledge
- {Follow agreed procedure
- {Reinforce School Behaviour Codes.

### How to recognise Bullying Behaviour

#### **Bullying behaviour**

- {can be a one off activity
- {can be generally persistent
- {is deliberately hostile
- {involves an imbalance of power
- {causes distress to one or more child(ren) / young person(s)
- {is violent

#### **It includes**

- {threats of violence (both verbal and non verbal)
- {ignoring/shunning/marginalising
- {teasing
- {name calling
- {interfering with property
- {racially offensive remarks and/or behaviour
- {sexually offensive remarks and/or behaviour
- {incitement by others to commit an act of bullying

- {graffiti designed to intimidate and/or embarrass
- {ridiculing / mimicking / sarcasm
- {fighting (even between equals)
- {demanding money, material goods and/or favours through intimidation or force
- {forgetting to repay a loan
- {borrowing equipment without permission/damaging another's possessions/efforts
- {vandalism
- {invading privacy

### **Recognising Bullies and the Bullied**

- {Bullies can be boys or girls
- {May be academically low achievers
- {May be achieving as well as if not better than their peers
- {May be unpopular or insecure
  - {May be quite secure and happy
- {It is not easy to spot who may or may not be a bully!
- {Bullies can be children or adults
- {Adult bullies can be particularly threatening.

### **Bullies tend to ...**

- {have assertive, aggressive attitudes
- {lack empathy, they cannot imagine what a victim feels
- {tend to lack guilt, they may rationalise that the victim somehow feel the victim 'deserved' the bullying treatment
- {may have low self esteem
- {think someone is different

### **The Bullied may be children who ...**

- {are new to the class or school
- {are different in appearance, background or speech from other pupils
- {suffer from low self esteem (this may be the cause or the effect of bullying)
- {demonstrate 'entertaining' reactions when bullied e.g. tantrums, loss of control
- {are more nervous or anxious
- {are sad, scared or hurt
- {have no friends

### **Possible Signs**

These are not strict guidelines, only possibilities. The victim may just be a child who is in the wrong place at the wrong time and who reacts wrongly.

- {absences
- {deterioration of work
- {deterioration of behaviour
- {isolation or withdrawn behaviour
- {pupils wishing to remain with adults
- {pupils missing certain lessons

Children may

- {be frightened of walking to or from school
- {be unwilling to go to school
- {beg you to drive them to school
- {change their route to school
- {begin doing poorly in their school work
- {come home regularly with clothes or books destroyed
- {come home hungry because their dinner money has been taken
- {become withdrawn, start stammering
- {become distressed, stop eating
- {attempt suicide
- {cry themselves to sleep
- {have nightmares or even call out "leave me alone"
- {have unexplained bruises, scratches, cuts etc
- {have their possessions go missing
- {ask for money or begin stealing money (to pay the bully or bullies)
- {continually 'lose' their pocket money
- {refuse to say what's wrong / become uncommunicative
- {give improbable excuses to explain any of the above.

### **Bringing bully and bullied together**

In some circumstances it may be deemed appropriate for the bully to be confronted, in a controlled manner, by the bullied so that he/she has the chance to realise the effect his/her actions. Bullies may not be aware that their actions are bullying or what the effect of their actions is.

### **Useful telephone numbers**

Childline - 0800 1111

**Review Annually (Reviewed October 2020)**

