



## Anti-Bullying Policy Autumn 2017

At Upton-upon-Severn CE Primary School our Behaviour Policy states that all pupils will:

- ❖ **Behave appropriately throughout the school – *Be co-operative***
- ❖ **Always do their best – *Be conscientious***
- ❖ **Respect people and their property – *Be courteous***

Bullying is not tolerated.

Bullying is continuous deliberate harassment or aggression which causes distress to one or more individuals. This can either be physical or psychological; inflicted by one individual or a group.

It can include one or more of the following:

- ❖ Being hit, kicked, pinched, spat at or threatened,
- ❖ Being called names,
- ❖ Being made a fool of,
- ❖ Being teased,
- ❖ Rumours or malicious gossips,
- ❖ Destruction of property,
- ❖ Social exclusion,
- ❖ Racial/homophobic taunts, graffiti and gestures,
- ❖ Unwanted physical contact or abusive comments.

It is not bullying when two children of approximately the same age and strength have the occasional dispute.

In order to prevent bullying:

- ❖ All Staff and children are vigilant and observe behaviour and social relationships between individuals in class, at break-times and when moving around school.
- ❖ All Staff and children recognise that they have a collective responsibility to all the individuals in school.
- ❖ All Staff and children act as role models and establish high standards of behaviour between themselves and show courtesy to visitors and each other.
- ❖ Lessons are structured so that individuals are grouped in a variety of ways.
- ❖ Individuals are encouraged to tell a member of staff if they have a concern.
- ❖ Staff challenge the use of any anti-social language.

### **What happens when bullying is suspected:-**

- ❖ When a member of staff becomes concerned that bullying may be taking place, it should be raised immediately with a member of the SLT.
- ❖ Those children are monitored by all staff. Class teacher gathers monitoring evidence.
- ❖ If concerns are not substantiated no further action.
- ❖ However substantiated incidents will involve the parents being informed.
- ❖ Class teacher, senior member of staff and parents work together to implement strategies to resolve the situation (see below).
- ❖ Strategies are monitored by class teacher and senior members of staff.
- ❖ Strategies and notes regarding the above aspects are kept in the Incidents File in the HT office.

**Strategies that may be used to resolve bullying issues.**

- ❖ Obtaining an apology from the bully/ies to the victim.
- ❖ Imposing sanctions against the bully/ies (see Behaviour Policy).
- ❖ Insisting on the return of "borrowed" or stolen items.
- ❖ Holding lessons, class discussions, assemblies about bullying – circle time – use of SEAL/PSHE materials.
- ❖ Aiming to provide a safe environment during school hours for a victim.
- ❖ Encouraging a bully to change his/her behaviour.
- ❖ In cases of extreme bullying advice will be sought from the LA support services.
- ❖ All children have been involved in the developing the school's behaviour policy (January 2012).

Appendix 1

Dealing with a Bullying Incident in schools

**Your Aim Following a Bullying Incident**

The aim is not to rescue the victim or punish the bully, but to help them both to gain insight into their behaviour and to consider ways of avoiding or resolving the difficulties they are experiencing and / or presenting.

The behaviour patterns of victims and bullies have often been established as a consequence of the values and experiences they bring to settings, so settings need to offer support which is informed by the individual's needs.

**Key Action Following a Report of a Bullying Incident**

**1. Begin to complete the Bullying Incident Record (see Appendix 1)**

Do this as soon as the incident is reported.

**2. Discuss the incident with those involved**

Support the victim by:

- Ensuring that he or she feels listened to
- Assuring them that all incidents of bullying are taken seriously
- Reassuring them by explaining how:
  - he or she will be supported
  - the incident will be dealt with.

Ideally the victim should be supported by the member of staff in whom he or she has confided. The disclosure will usually have occurred as a result of the victim identifying someone who cares or can help, you should respond to this trust and confidence.

Ensure the bully is dealt with fairly by:

- Describing the reasons for your meetings with the bully (at the same time, do protect the victim and the identity of any witnesses).
- Remaining calm and non-judgemental in order to ensure the bully feels that he or she is listened to.
- Assuring the bully that all incidents of bullying are taken seriously and that, regardless of the reasons, the setting disapproves of all acts of bullying.
- Explaining how:
  - he / she will be supported
  - the incident will be dealt with
  - Attempt to help both the bully and the victim to:
- see the situation from another perspective
- explore the causes and effects of the incident
- identify how the situation could have been avoided or resolved (i.e. how to be assertive rather than aggressive or submissive)
- how they can resolve the present conflict.

**3. Consider seeing both the bully and victim together for a mediation session (unless taking a 'no-blame' or 'Pikas' approach)**

At this meeting do the following:

- Remain calm and non-judgemental when they talk through their understanding of the problem.

- Listen more than you speak. Don't assume that you know how they feel or anticipate what they want to say. They are more likely to reflect on their behaviour if they feel they are being listened to rather than spoken at.
- Paraphrase what has been said. It's how they perceive the situation which is important, not how you perceive it.
- Encourage them, through your questions, to reflect on their behaviour and the factors which may have influenced the behaviour of others. When appropriate, encourage empathy.
- Encourage them to identify how they can resolve current difficulties and avoid the problems from recurring.

**Explain that the Bullying Incident Record will record:**

- The details of the incidents
- Their future conduct, as identified and agreed by all parties in the meeting.
- The monitoring agreements for ensuring that the problems don't happen again.
- The further actions that will be taken if the problems do occur again.
- The date when these arrangements will be reviewed (usually after two weeks).

The advantage of the Bullying Incident Record is that it helps the setting to:

- Set clear and consistent procedures for dealing with incidents of bullying.
- Monitor the progress of individuals.
- Monitor and review its Anti-Bullying Policy.
- Make sure that everyone directly concerned with the victim's welfare is made aware of what has happened and how it is to be addressed.
- Decide at this stage what, if any sanctions are appropriate.

**4. Hold a review meeting after about two weeks**

Repeat the initial procedures (i.e. interview those involved individually before you all meet up). This is less threatening for both parties and is more likely to result in a frank and open discussion.

- **If no further incidents are reported**

If the matter is successfully resolved by the time the review occurs, put copies of the Bullying Incident Record in the files of both the bully and the victim.

- **If there is evidence of further bullying or provocation**

Arrange to meet with the parents / carers of those involved to discuss the nature and level of the support the setting intends to make and identify how they might help you to meet the individuals' needs. We will then agree on and implement appropriate sanctions and support strategies. We will call in parents / carers make sure you are well prepared with records of concerns and actions taken to support the individuals and that you can identify constructive options to resolve the problems successfully.

**5. Meet the parents / carers**

In school settings make sure that the parents or carers are:

- Aware of your concerns.
- Aware of your Anti-Bullying Policy and the rationale behind it.
- Encouraged to support their children in modifying their behaviour in a way which is consistent with the setting's approach.

In residential settings:

- Discussion with parents should take place where appropriate. They should be advised of the settings anti-bullying policy and any actions taken.

- The child / young person's social worker should be informed.

**6. Once the incident has been successfully resolved, unless there is a further occurrence of bullying, don't refer back to it.**

Appendix 2

Some Tried and Tested Approaches

These approaches, mainly from the school context are listed below, (full details of literature and resource material are in the appendices). These may be applicable in other settings.

1) **Restorative Justice**

Restorative Justice is an approach used to address harmful behaviour and conflict in a community. The approach sees wrongdoing as essentially a violation of people and relationships.

The principles of Restorative Justice are that the victim's needs are addressed, bullies are encouraged to take responsibility for their actions and all those affected by the incident are involved in the reparation process.

Understanding the idea of 'harm' is important to understanding 'Restorative Justice.' Restorative Justice approaches are a positive way of dealing with inappropriate behaviour including bullying. Rather than using blame and punishment, those involved in a situation where harm has occurred are able to look at what harm has been caused and how people have been affected. Those involved are then able to look at what needs to be done to put things right.

In situations where bullying has occurred, whether we have been harmed or have caused harm to others, we have needs. Identifying what these needs are and getting them met is more likely to help resolve the situation satisfactorily.

For example: -

**What I need when I have been harmed:**

- Someone to listen.
- Space to think about the event and to calm down.
- A chance to ask 'Why me?' 'What did I do to deserve it?'
- If external agencies are involved or formal investigation is being undertaken, I need to be kept informed of progress.
- I want the person who has caused the harm to understand and acknowledge the effect of their actions on me and anyone else affected.
- A sincere, spontaneous apology.
- If possible, for things to be put right.
- Reassurance that it won't happen again.
- A sense of justice.
- A sense of being able to put it behind me and of feeling more in control of my life.

**What I need when I have caused harm to another person:**

- Time to think.
- For someone to listen to my story.
- To be able to explain to myself and the other person why I did what I did.
- A chance to apologise.
- To be able to put things right.
- Reassurance that the matter is finished and that I can move on.

For the Restorative Justice approach to work certain guidelines need to be adhered to. These are:

- All people should be treated with respect.
- Feelings, needs and rights should be considered.
- The importance of communication is recognised.
- There is a willingness to listen to another's viewpoint or perspective.
- The focus is on solving problems.
- All those affected by an incident are involved in a decision about the way forward.
- As far as possible, the physical and emotional harm is repaired.

Restorative Justice is one approach that can be used effectively in bullying situations. The aim is to teach the young person to take responsibility for the impact of their behaviour on other people.

It is "An invitation to join in conversation so that we may support and learn from each other."(Howard Zehr 2002)

Case study:

The London Borough of Lewisham has carried out a Review of its work in a partnership of Primary and Secondary Schools (September 2005). One of the schools reports that:

*'The reduction in the number of school detentions run by the school's Senior Management Team (from 2935 during academic year 2003-4 to 481 during 2004-5) demonstrates the increased numbers returning to the class teacher as requested and resolving difficulties, instead of receiving further detentions and more serious sanctions.'*

## 2) The Pikas Approach

The Pikas Approach, also known as the 'method of shared concern', is a way of dealing with group bullying. It was developed in Scandinavia to counteract what they referred to as 'mobbing', with the aim of encouraging the group members to exercise their responsibility towards others as individuals rather than collectively.

What happens is that the gang takes on its own identity and all members accept the idea of tormenting a victim. Individual members might have doubts and anxieties about what they are doing, but through pressure to conform to the group's norms, they accept its values. The discomfort and unhappiness of the victim is ignored.

In Pikas's words, the most important step in combatting the gang's activities is to 're-individualise the group members'. This involves the teacher meeting with members of the gang individually and making each one aware of his or her own feelings of unease or embarrassment about the gang's bullying.

Each bully is encouraged to devise a solution to the bullying problem and to put this plan into action. The situation is monitored over a series of weeks through regular meetings between the teacher and each bully.

The staff member also meets with the victim. The aim is to be supportive and help the victim talk about the bullying. It sometimes emerges that the victim is not blameless, e.g. the provocative victim can provoke antagonism. In such cases the teacher explores the possibility of the victim doing something to improve the situation.

After several weeks of individual meetings, and only when the victim is ready for it, a meeting is arranged between bullies and victims to review the situation. The success of the meeting depends on how successful the teacher has been in working with the bullies during the previous weeks. Pikas argues that sooner or later, under guidance, the parties will find a way of living together.

The method of shared concern is not intent on apportioning blame, or giving out punishments, but on gaining acceptance of the fact that the victim's situation is very unpleasant.

It is important that members of staff become familiar with Pikas's techniques and approach before using the shared concern method and appropriate training should be given. The investment of time and effort in training is worthwhile as the method produces good results in a short period of time (please contact the Educational Psychology Team for details).

The procedure is:

- i. Each of the group of bullies is interviewed individually to discuss the incident and explore his or her anxieties and reservations, as soon as possible after the incident.
- ii. The 'victim' is interviewed last, to reduce accusations of informing.
- iii. At the end of each interview there is a discussion about how each person will behave with the others involved, and what he or she will be saying to them.
- iv. Everyone is brought together to agree on their 'shared concern' and the action they will take.

- v. The situation is reviewed a week later with the group, and monitored subsequently.

This strategy increases tolerance, promotes communication, and helps students to generate solutions themselves.

### 3) **No Blame Approach**

This has similarities to the Pikas Approach, and is also effective in reducing bullying.

#### **Step One – interview with the victim**

When the member of staff finds out that bullying has happened she/he starts by talking to the victim about their feelings. She/he does not question them about the incidents, but need to know who was involved.

#### **Step Two – convene a meeting with the people involved**

The member of staff arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six or eight young people works well.

#### **Step Three – explain the problem**

The staff member tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise their distress. At no time does she/he discuss the details of the incidents or allocate blame to the group.

#### **Step Four – share responsibility**

The staff member does not attribute blame but states that she/he knows that the group are responsible and can do something about it.

#### **Step Five – ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The member of staff gives some positive responses but she/he does not go on to extract a promise of improved behaviour.

#### **Step Six – leave it up to them**

The staff member ends the meeting by passing over the responsibility to the group to solve the problem. A further meeting is arranged to see how things are going.

#### **Step Seven – meet them again**

About a week later the staff member discusses with each student, including the victim, how things have been going. This allows them to monitor the bullying and keeps the young people involved in the process.

### 4) **Peer support systems**

#### • **The Arbitrating System**

Useful for conflict resolution, this system appoints two arbitrators (one boy, one girl) in the class. It is helpful if these have had some basic training in mediating and negotiating, but it is also important that as many pupils as possible have a chance to act as arbitrators over a period of time.

#### **How the Arbitrating System works:**

Some children / young people still come to members of staff to solve their problems while others don't for fear of retribution from others. The system involves three stages of conflict resolution in and out of the classroom for all students, and the staff member, to follow.

#### **Stage One**

Try to resolve the conflict yourself. For example, if someone calls you a name you don't like, ask them not to call you that name again. The second child then is not allowed to refer to you in that manner again. If they do, you move on to Stage 2.

### **Stage Two**

Go to either of the Arbitrators (one boy, one girl; it is important to have a different pair each week so that everyone gets a turn) and explain what has happened.

That Arbitrator then decides on the consequences of each party's actions and outlines consequences to any guilty party in proportion to their offence(s). Suggested consequences or courses of action are listed in the group book as decided on during group discussion. If the Arbitrator is uncertain as to how to proceed or if any of the parties feel that they have been treated unfairly they may move to Stage 3.

### **Stage Three**

Any party not satisfied that they were given a fair hearing may approach the staff member. They will then listen to each party and proceed as follows:

- If the Arbitrator is uncertain, the member of staff will listen and ask how they think they should proceed. The idea is to encourage them to take risks and back their own judgement. Staff members try to guide them into making a decision rather than take over.
- If one of the parties feels that the Arbitrator has not done his/ her job in a fair manner they may approach the staff member. Their job is to listen and, if an injustice has been done, justice will prevail.
- If a child/young person is trying to 'put one over' the staff member he/she gets twice the original consequence.
- If the Arbitrator genuinely did his/her best but was not able to arbitrate fairly the staff member has the responsibility to speak one-to-one with that child or young person so that he/she knows how to proceed under similar circumstances.
- If the Arbitrator deliberately neglected his/her responsibilities the staff member will work one-to-one to impart an understanding of why the arbitrators must do their job to the best of their abilities each time a child or young person comes to them for assistance.

Arbitrators learn on the job and need constant back-up and support until they can function on their own. It is important that members of staff do not take over but guide the arbitrators to make fair decisions.

### **Support for Victims**

- **Self-Esteem**

Research consistently suggests that victims of bullying have low self-esteem. The debate of whether this is a result of the bullying or the contributing factor is redundant. What is important is that a victim has a low opinion of his/her self-worth. The more the bullying and as a consequence the lowering of self-esteem, the less effective the victim will be in dealing with the aggression. It is therefore of great importance that efforts are made to raise the victim's self-esteem and thereby in some way produce a more robust individual. As well as published schemes aimed at raising self-esteem, membership of quality circles and the like are effective in helping victims achieve a higher opinion of themselves. A system which enhances the self worth and confidence of all its community by rewarding all achievements other than just academic ones is crucial in achieving this aim.

Published materials recommended for enhancing self-esteem (see references for full details):

"Self Esteem" by Murray White

"The Listening School" by Gilmore and Dymond

"100 Ways to Enhance Self Esteem in the Classroom" by Canfield and Wells.

- **Peer Counselling**

Peer counselling is generally used for older children / young people. It is usually required when, despite encouragement, victims remain reluctant to report bullying. A group of older children / young people are trained to offer counselling to others who are at risk or are known to have been bullied.

If this system is to be implemented careful consideration must be afforded to the support the counsellors receive. It is desirable to request help from the Worcestershire Educational Psychology Team when setting up such a system.

- **Peer Mentoring**

Peer mentoring is highly successful. It involves pairing up vulnerable children / young people with others who are more confident. It has been extensively used for children on transfer to secondary schooling. Further advice can be obtained from the Worcestershire Educational Psychology Team.

**Activities which can be used to explore issues of bullying**

- **Art**

Art is a subject which is particularly useful. Younger children can paint or draw pictures depicting bullying incidents. Others may be able to use drawings to represent the emotion. Older children could contribute to raising awareness by drawing posters or painting pictures that can be used to stimulate discussion. Posters displayed prominently give clear and permanent reminders that bullying is something which is not tolerated in your setting.

- **Drama**

Drama can help focus the mind on the behaviour associated with bullying. Both victims and bullies can play both the victim and bully roles. This allows each to see the behaviour from the others point of view. To some extent solutions to bullying can be explored through role play.

- **Creative Writing/ English**

This area creates opportunities to express feelings and experiences very powerfully. The poems or stories can be used in newsletters, displays or the basis for discussion. Opportunities exist for children to comment on difficult times of the day or problematical areas.

- **Dance**

This is a popular area for self-expression. It can create opportunities for exploration of issues and feelings.

- **School Assemblies**

This is an important avenue for delivering consistent messages concerning the school's attitude to behaviour such as bullying. Bullying/anti-bullying could be used as a theme for class or year group productions as in the SEAL\* element of the primary national curriculum.

- **Circle Time**

This is an activity frequently used to share feelings and as a forum for conflict resolution. As part of a daily routine it can greatly enhance the feeling of belonging and mutual respect.

- **Personal, Social, Health Education and Citizenship**

Finding avenues for pupil voice through school councils, pupil discussions, questionnaires, etc. allows them to be involved in raising concerns and formulating solutions.

SEAL = Social and Emotional Aspects of Learning

- **Assertiveness Training – Supporting the Victim**

Victims of bullying need reassurance, they want to be believed and they want the bullying to stop. Not only do they need support from others (making sure they are not isolated, and have someone to socialise with and sit next to); they may need to develop skills to deal with, and to avoid bullying situations. They may need to be tactfully made aware that sometimes their own behaviour may be a factor encouraging bullying behaviour.

Many young people become highly defensive when teased. They strongly deny accusations or taunts and become very upset. This is understandable but this kind of reaction is often rewarding to the bully and may simply encourage the verbal bully.

A 'keep your cool' strategy can be helpful here and this involves helping children or young people to give a strong and confident message to the bully, empowering the victim to deal with the situation themselves without necessarily having to have an adult intervene.

Showing children or young people how to look more confident – ‘standing tall’, and looking someone in the eye can in itself induce a feeling of confidence, and raise self-esteem. Discussing with them forms of response which can include humour and pride, which generally take the bully by surprise, and helping them to practise these will make the victim feel able to manage some situations for themselves.

The exact words will depend on the issues involved and need to be something the victim feels comfortable with. It should not be a denial of what has been said by the bully, nor a similarly insulting comment, but a ‘topping’ of the remark. E.g.

- (wearing glasses, ‘four eyes’) “Yeah, I can read your mind with these”.
- (size) “All the best things come in small packages”
- (general comments) – “I love you too”.  
“D’you know any words with more than four letters”.  
“You could win prizes for the stories you make up”.

After the response it is best to move away confidently in the direction of an adult, without seeming to hurry. The bully may want to retaliate, but it might take him/her some time to think of something, so moving away is usually effective.

For children / young people who are very withdrawn and lacking in confidence, with very low self-esteem, this strategy is not recommended, as they need considerably more adult support and protection.

### Quality Circles

Quality circles were first introduced into Japanese industry in the 1950s and are now used worldwide by major companies. They have been transplanted with little modification to the field of education, where they have been used successfully by groups of teachers, and recently by groups of primary school children.

Quality circles should not be confused with circle time. The essential features of a quality circle, established to address the problem of bullying in a primary school, are as follows:

- It consists of volunteers
- It meets regularly to propose ways of improving the school’s approach to bullying
- It has a trained leader
- It is small; about 5-8 members
- Its aims are to solve problems related to bullying and effect change

*Through being involved in a quality circle, pupils get the chance to use their experience and knowledge for the school’s benefit. Pupils are often able to provide management with information about bullying (including information about racist remarks and / or attacks) which otherwise might not be known to them.*

A school needs to plan and introduce quality circles on a step-by-step basis. In the early stages the leader will be the teacher, but once established, he or she can, by agreement, withdraw. If the teacher does withdraw care should be taken to ensure there is no leadership vacuum as the role of leader / facilitator is vital to the success of the group. The leader has the important functions of:-

- Keeping the programme going
- Encouraging the group
- Ensuring that management is informed of decisions.

It is essential that before a quality circle is established the members are taught systematic problem solving techniques. Teaching members to pursue solutions through asking a stream of ‘how’ and ‘why’ questions is an appropriate way of progressing.

One important and positive spin-off from quality circles is that through being members, children will be encouraged to develop a sense of responsibility which should be of benefit to them throughout their school careers.

Quality circles work best when only genuine volunteers are involved – no conscripts! Practically, therefore, the quality circle members will need to meet during a lunch break, or even after school.

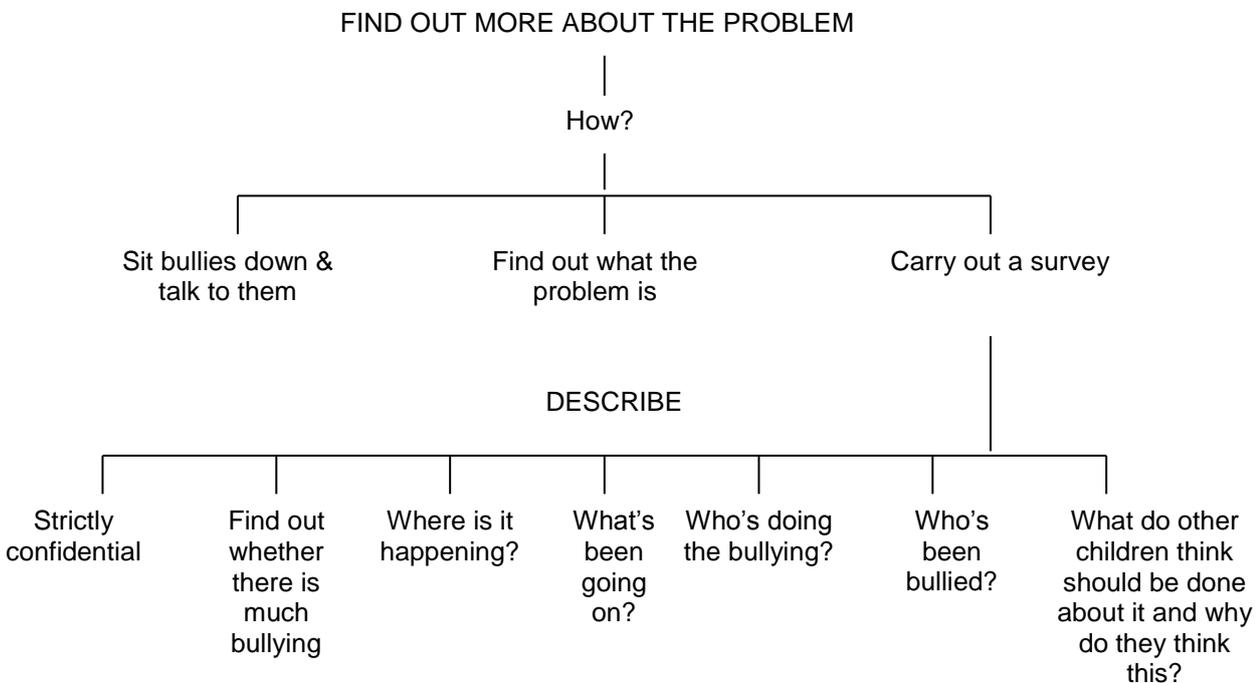
- **Example**

A quality circle of 5 volunteers, aged 10 and 11 years, met under the leadership of their Headteacher to look at the issue of bullying in the school. During the first session the question, “How can we stop bullying in our school?” was posed. This produced the following responses from the children.

- Find out more about the problem.**
- Get children to tell.**
- Give bullies a task.**
- Put bullies and bullied in a room together.**
- Make bullies do other things**
- Counselling**
- Talk to the bullies.**

It was decided by the group to consider in detail the response – “**Find out more about the problem**”.

The development of the session can be shown diagrammatically, as follows:



The session ended with the leader agreeing to devise a questionnaire based on the group’s suggestions and this would be filled in by all children or young people who wished to do so. The results were to form the basis of a discussion for the next meeting of the quality circle.

**Reviewed: 2nd October 2017**

**Chairperson: Mr J Windows**

**Headteacher: Mrs J Wills**

**Review date: Autumn 2018**