



THE KING'S SCHOOL, MACCLESFIELD
Junior Division

ANTI-BULLYING

Revised and implemented: May 2009

Next revision: May 2012

Member of Staff with responsibility for Pastoral Care and Behaviour:
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Aim

The Junior Division, including the Early Years Foundation Stage, aims to provide a supportive, friendly and safe environment for all students so that they can learn in a secure and relaxed atmosphere and achieve their academic potential in all aspects of school life.

Objectives

- To ensure that governors, staff, pupils and parents understand what bullying behaviour is
- To provide pupils with personal and social education about friendship; other relationships and social interactions so that they become more aware of the importance of their own responsibilities in maintaining good working relationships and personal friendships
- To take preventative measures against harassment by including current research about bullying in the curriculum.
- To provide pupils, parents and staff with a clear set of procedures to be followed by staff if bullying is reported
- To take action immediately if bullying arises
- To help bullies realise the consequences of their actions and to teach them different ways of behaving
- To support victims of bullying and to provide them with guidance on how to deal with harassment

What is bullying?

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from racial, religious, cultural, sexual/sexist, homophobic, ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents. Bullying can also take place through the internet and mobile phones. This is called **cyber bullying** and uses technology deliberately to upset.

Bullying can and must always be stopped. It is not the sole responsibility of children and/or their parents to resolve. Bullying upsets all children not just the bullied child. The ethos of the school is also affected. Neglected, it can lead to low performance, truancy and illness, and in extreme cases suicide.

School Statement of Values

At King's we feel that each individual should:

- respect others, regardless of age, race or background
- help to create a caring environment where all relationships are open and friendly
- keep the school clean and tidy and show respect for each others' property
- be happy at the success of others and give support in times of disappointment
- value extra-curricular achievement as much as academic success
- discourage malicious gossip
- realise that teasing can go too far

Roles and Responsibilities

It is the responsibility of all staff to be alert to possible harassment of pupils, to deal with incidents of bullying as the highest priority and to follow the principles and procedures in this policy when following up cases of bullying. Other specific responsibilities are stated below.

The Governors will evaluate and review the anti-bullying policy and will ensure that it is non-discriminatory.

The Pastoral Head and Principal will review and amend the policy, using staff experience of dealing with bullying incidents in the previous year to improve procedures and taking account of new legislation and government guidance. The Pastoral Head will keep a record of all reported incidents.

Staff responsibilities -

- Form Teacher - Minor incidents and friendship issues
- Pastoral Head - More serious incidents
- Head of Foundation & Principal - Bullying incidents requiring suspension or expulsion

The PSHE Co-ordinator and Pastoral Head will provide up-to-date resources and information to Form Teachers on bullying issues.

Dealing with bullying – ‘The No Blame Approach’

Bullying incidents will be dealt with in an immediate, clear and fair manner consistent with the agreed Junior Division practice which is the **‘No Blame’ Approach**.

Step one – interview with the victim

When the teacher finds out that bullying has happened s/he starts by talking to the victim about his/her feelings. S/he does not question him/her about the incidents but s/he does need to know who is involved.

Step two – convene a meeting with the people involved

The teacher 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.

A group of six to eight children works well.

Step three – explain the problem

S/he tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his/her distress. At no time does s/he discuss the details of the incidents or allocate blame to the group.

Step four – share the responsibility

The teacher does not attribute blame but states that s/he knows 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 teacher gives some positive responses but s/he does not go on to extract a response of improved behaviour.

Step six – leave it up to them

The teacher ends the meeting by passing the responsibility to the group to solve the problems. S/he arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later the teacher discusses with each pupil, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

Sanctions

In more serious cases of bullying, the bully may be given a demerit and/or behaviour targets. Parents will be asked to come into school to discuss the problem. The Child Protection Officer will be informed.

In very serious cases, suspension from lessons or even suspension from school may be considered. In the most extreme cases, a student may be expelled. Only the Head of Foundation can make a decision on these forms of sanctions.

Curriculum support

Issues regarding bullying, methods of dealing with bullying, prejudice, discrimination and stereotyping will be discussed as part of PSHE and Junior Division assemblies as part of the SEAL programme.

PSHE material will cover relationships and friendships, teaching pupils how to manage their relationships with others constructively.

PSHE lessons will include co-operative group work to enable pupils to explore issues by considering different points of view and to become integrated into the peer group.

Staff will encourage pupil co-operation through the use of group work and pair work when delivering lessons. Sport and games staff are particularly effective at promoting teamwork. Pupils will be allocated to groups selected by the teacher, when appropriate, and these will be changed at regular intervals to allow pupils more contact with a wider circle of students in their year group.

Potential victims of bullying should be drawn into working groups with children who do not abuse or take advantage of them.

Opportunities to extend friendship groups and interactive skills will be provided through participation in special events such as musical and dramatic productions, charity and social events, sports practices and matches, adventure holidays and other extra-curricular activities.

Pastoral support

Form Teachers, the Head of Pastoral Care and the School Nurse will provide a "listening ear" for students to talk through friendship difficulties on a confidential basis.

The Junior School Council will provide an opportunity for students to suggest improvements to aspects of school life.

A Bus Code of Conduct is in place, to maintain a high standard of behaviour.

Cyber-bullying

The law has recognised that there is no longer a clear boundary between behaviour within a school and the external behaviour of its students. Unpleasant messages or images may be sent outside school time. Naturally we would expect parents to play the main role in dealing with any out-of-school incidents. If there is clear link between behaviour at school and inappropriate behaviour when pupils are not on the school premises (and not under the charge of a member of school staff) we reserve the right to take such action as is reasonable with a view to regulating conduct. This may involve a ban on bringing a mobile phone onto school premises or a search through a pupil's phone by a member of staff where a pupil is reasonably suspected of involvement in an incident of cyber-bullying.

Communicating with parents

Information regarding The No Blame Approach and helpful advice to parents is presented in the form of a leaflet and distributed to the parents of children from Years 3– 6 at the start of each academic year. (*Appendix 1*)

This policy was written in conjunction with Every Child Matters: Change for Children (2004) and the Children Act 2004 and 2005. It also embeds the principles relating to the two DCSF publications; Safe to Learn and Cyberbullying: Embedding anti-bullying work in schools (2007)

The no blame approach

Step one – interview with the victim

When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not question him about the incidents but she does need to know who is involved.

Step two – convene a meeting with the people involved

The teacher 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.

A group of six to eight young people works well.

Step three – explain the problem

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

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The teacher does not attribute blame but states that she knows 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 teacher gives some positive responses but she does not go on to extract a response of improved behaviour.

Step six – leave it up to them

The teacher ends the meeting by passing the responsibility to the group to solve the problems. She arranges to meet with them again to see how things are going.

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King's Junior Division Policy on Bullying

An Outline

It is the right of every person to attend a school in which individuals are free from stress caused by persistent behaviour intended to cause such stress.

We acknowledge our responsibility in creating this environment and in providing support and protection for all those involved in bullying.

We recognise that a whole school approach is the most effective way of addressing this issue.

The issue of bullying will be addressed directly and indirectly by the curriculum and will be included in PSHE lessons and assembly material.

Bullying incidents will be dealt with in an immediate, clear and fair manner consistent with the agreed school practice (i.e. 'No Blame' approach.)

The King's School in Macclesfield Junior Division



Parents' Information Leaflet

Dealing with

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Don't be bullied into accepting bullying

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents. Bullying can also take place through the internet and mobile phones. This is called **cyber bullying** and uses technology deliberately to upset. Bullying can and must always be stopped. It is a school discipline problem. It is not the sole responsibility of children and/or their parents to resolve. Bullying upsets all children not just the bullied child. The ethos of the school is also affected. **Neglected**, it can lead to low performance, truancy and illness.

Once it has been established that your child is being bullied you should –

1. Assure your child that you are going to do something to help. What is happening is not their fault.
- 2 Contact your child's Form Teacher, ask for a meeting. Ask for an investigation; ask to be told about the outcome of the investigation and the action taken.
3. Make a note to whom you spoke and the main points of the conversation. The member of staff will inform the Pastoral Head of your meeting.
4. You or your child should keep a diary of incidents e.g. places, times, details of injuries, visits to doctors or casualty department. Incidents can be checked more easily than relying on memory alone.

Be realistic in your expectations of the school as they deal with the situation. A problem that has taken months or even years to develop will take time to resolve. Changing schools is not always a good idea as it leaves bullying unresolved.

School staff and parents must always sort out bullying by investigating all sides sympathetically and constructively. It is an essential part of any school's educational responsibilities. Many, if not all bullies are merely mishandling quite common feelings of fear and inadequacy. They need to be taught better ways. Evidence suggests that untreated bullies may continue to use violence in adult life and fail to make happy stable relationships.

Checklist

1. For your child to feel better he/she must –
 - a) Tell a responsible adult
 - b) Feel that something is being done about the bullying
 - c) See that you are taking steps to protect him/her.
2. Helping your child starts with telling. Ask your child to identify a sympathetic teacher and impress on your child the need to tell his/her teacher whenever bullying occurs.
3. Encourage your child to talk to you about things in general; school, friends, family, feelings – and **listen** to what they have to say. This way it will be a lot easier to recognise when they are having a problem with things – earlier detection and preventative measures are easier to implement than having to tackle a full-blown problem.
4. Don't give permission for bullying by saying:-
 - you must have done something to deserve it
 - go and hit him/her back
 - don't be a wimp
 - boys will be boys
 - it will sort itself out
 - it is part of growing up
 - got to take it like a man
 - must learn to look after themselves
 - don't tell tales
5. Bullying robs the victims of all that is essential for making a happy, well-balanced childhood and instead, fills their lives with intolerable pain and misery, so don't let your child be treated as the culprit.

The material in our leaflet is taken from a fact sheet produced by the Anti Bullying Campaign (A.B.C.)

Other anti-bullying charities include **Kidscape**, **Bullying UK and Childline**.

Myths

"It's natural, character-forming, can't be helped. The child must learn to mix more. He/she asks for it."
Mixing more will help **if** it is possible. If he/she is never alone, bullying might stop but many victims are ostracised by the other children, who fear that they will become victims too.

Many victims are natural 'loners' through a lack of shared interest and abilities, or by choice. "Learning to mix more" can mean hiding one's real interests and abilities and pretending to be something one isn't. In that case, it is stressful, and likely to fool no-one. A good school will use and value pupils' differences, at the same time encouraging group co-operation and good citizenship.

"If your child can't cope with bullying, he/she should be at a different school."

A too common ploy for frightening you into silence or for getting rid of your child.

"Come late to avoid the other children" or "whatever happens outside school isn't our responsibility."

WRONG. This would suggest to staff and children alike that bullying is either to be condoned or is quite impossible to control. The bullies do not receive the help they need and everybody suffers. Children learn most by examples, especially by adult examples.

"Fight back, learn to look after yourself."

WRONG. Aggressive, non-aggressive, even calm reaction can encourage bullying. Don't fight back, get away as soon as possible and tell a responsible adult. Family and school together need to deal with it. Fighting back confuses the issue and alienates adult help. Victims sometimes lash out in their frustration and panic, even at innocent children. This is sometimes misnamed bullying but must be understood for what it is. This should present no problem however, if bullies as well as victims are seen to be in need of help.

"Without names we can do nothing."

Something can be done - it just makes it harder. Frightened children don't make good witnesses. Even undetailed warnings in assembly, if determined enough, can be very effective.

