

Newbigging Primary School Anti-bullying Policy

"Being bullied at school can have measurable and lasting effects in adulthood, causing increased levels of loneliness, emotional distress and difficulty forming relationships. Preventing and tackling bullying is integral to promoting the emotional well-being of children and young people, developing their social and emotional skills and improving the overall ethos of a school". (Health Promoting Schools)

Bullying is not a normal part of growing up.

The aim of this policy is to provide clear information on:

- The nature of bullying
- The roles and responsibilities of members of the school community to address incidents of bullying
- Clear procedural guidelines in the event of a bullying incident

At Newbigging Primary School we believe that each pupil has the right to:

- Be shown respect
- Be safe
- Work/play to the best of their ability
- Use the school's resources properly

Pupils will gain an understanding of the nature of bullying behaviour and what to do about it through:

- the delivery of the Health and Wellbeing experiences and outcomes,
- Circle Time discussions,
- assemblies
- peer mediation training
- buddy training

Definition of Bullying Behaviour

There are many definitions of bullying behaviour. We consider bullying behaviour to be that which is offensive, abusive, intimidating, malicious or insulting. It is an abuse of power or authority which can undermine an individual or group resulting in unhappiness, anxiety and stress.

Bullying Behaviour includes:

- **Physical:** kicking, hitting, punching, pushing, tripping and other forms of unwanted physical contact.
- **Verbal:** threats, name calling, spreading rumours, persistent teasing about personal features, teasing about family or domestic situations, shouting, swearing, hurtful comments.
- **Emotional:** taking friends away, tormenting, hiding, stealing or damaging property, using threatening gestures, exclusion from friendship groups, "ganging up" on people, sending offensive/threatening texts or e-mails.
- **Racism:** threats or gestures against race, colour, creed or culture.
- **Threats:** any threat to beat up; demand money or other form of intimidation, extortion.
- **Isolation:** deliberately not including an individual in activities, exclusion from friendship groups
- **Sexual intimidation** - unwanted comments or physical contact.

Those involved in bullying may take on one of the following roles:

- Person displaying bullying behaviour - leader and initiator; directly involved in the bullying behaviour
- assistant - supporting the bullying behaviour; actively involved with behaviour of others
- reinforcer - giving positive feedback to those directly involved in bullying, for example as an audience, or by laughing at the person on the receiving end of bullying behaviour
- person on the receiving end of bullying behaviour
- defender - provides direct or indirect support to the person on the receiving end of bullying behaviour; may try to stop the bullying
- Outsider - withdraws from bullying situations.

The degree of seriousness of the bullying behaviour may be related to the amount of impact it has on the person on the receiving end of bullying behaviour - that is, one pupil may only be mildly irritated by an action whilst another pupil may be devastated by the same action. However, bullying behaviour can never be condoned, regardless of impact on the individual.

Procedures

Our approach to dealing with bullying behaviour is encapsulated within the Aims of Newbigging Primary School.

Aims

Ethos

To provide a welcoming, safe and caring environment in which each child's individuality is valued, supported and respected. To build and maintain effective partnerships.

Learning and Teaching Environment

To provide a wide and balanced range of planned experiences through which each child will develop their full potential as successful learners, confident individuals, responsible and respectful citizens and effective contributors.

Learning for Life

To equip children with the life-wide learning skills required to be successful in the 21st century.

Health Promotion

To continually improve the health of all children and staff through strategies which promote physical and mental well and encourage children to value themselves and others.

Inclusion and Support

To ensure that all members of the school community enjoy equality of access to educational opportunities, regardless of gender, disability, social, racial or economic background. To provide effective support systems for all.

Leadership

To ensure that the school provides high quality leadership, management and support for all. To improve the quality of educational experiences by providing a programme of continuing professional development for all staff, and sharing information relating to children's learning, with parents.

Advice for Pupils

- If you are being bullied tell a member of staff, your parents or a friend
- Think about telling people who are bullying you to "GO AWAY" shout "NO" say it loudly and walk away. Practice in the mirror if you can.
- Stay with your friends when playing - you are less likely to be bullied if you are with other people.
- Try not to get in with a bad crowd

Advice for staff

Be aware of a child who is -

- Unwilling to come to school
- Starting to be less able to complete school work
- Becoming withdrawn
- Starting to act out of character e.g. hitting out at others, different demeanour
- Developing sore tummies or headaches
- Wanting to stay in at break - times
- Having cuts and bruises after playtimes

Staff must apply the school approach to bullying in a consistent manner.

Teaching Staff

1. Report any incidence of bullying to the HT immediately
2. Take each incident seriously and find out details immediately
3. Discuss the matter with the whole class, if appropriate, and use the opportunity of Circle Time to address the issues.
4. Be alert to any change of attitude in pupils
5. Help pupils to raise their self esteem and confidence through recognising and rewarding attainment and achievement.
6. Complete the Anti - Bullying Incident Report (available from the school office) and send to Head Teacher.

Support Staff

1. Be aware of isolated children and try to involve them in a sympathetic group
2. Be aware of "rough and tumble" and know when to intervene - when does it stop being play and become more serious
3. Check all aspects of the playground regularly, including more inaccessible areas
4. Do not ignore aggressive or bullying behaviour
5. Remove the person on the receiving end of bullying behaviour from the scene to discuss the issues in a quiet and calm place
6. Address the issue with the person displaying bullying behaviour after the person on the receiving end of bullying behaviour has been cared for
7. Report the incident to the class teacher (s)
8. All instances of bullying behaviour should be reported to the HT
9. Talk through more minor incidents with the children - listen to both sides when the children are calm
10. Complete the Anti - Bullying Incident Report (available from the school office) and forward to Head Teacher

Advice for Parents

Early intervention is the key to dealing with any behaviour problem such as bullying.

- Encourage your child to talk about what has been going on in school, and talk through any minor incidents calmly to ascertain what has happened.
- If you are worried that your child is being bullied, ask him/her directly
- Find out the facts when told about an incident of bullying.
- Inform the school immediately if you feel there may be a bullying problem.
- Encourage your child to tell a teacher or the playground helpers if they or any of their friends are experiencing difficulty in or out of school.
- Watch out for signs of stress in your child - headaches, sore stomachs, reluctance to come to school - can be indications that all is not well.
- Investigate if toys/ money start to go missing.
- Take an active interest in friendships and out-of-school activities.
- Supervise situations where bullying may occur, e.g. walking to and from school.
- Avoid unsupervised exposure to violence on television / DVDs / computer games. Spend some time discussing the different forms of violence - reality versus fantasy.
- Any change in demeanour

If you think your child is a person displaying bullying behaviour

- Remain calm
- Don't hesitate to ask for help. The school can put you in touch with expert help.
- Set realistic, firm guidelines and rules to help your child control his/her behaviour. Try to discover why your child displayed bullying behaviour.
- Ensure that your child apologises, either in person or in writing to the child he/she bullied.
- Support your child to stop the bullying behaviour.

The Rights of the Children

Children have the right to:

- Be educated within a safe environment.
- Be treated with respect.
- Be listened to.
- Be taken seriously when an allegation is made.
- Have their allegation properly looked in to and recorded.
- Be supported as appropriate.

The Responsibilities of the Children

It is the responsibility of each child to:

- Adhere to the school's positive behaviour policy.
- Report allegations of bullying to an adult.
- To report actual bullying to another person.

The Responsibilities of the Parents

It is the responsibility of parents to:

- Work in partnership with the school.
- Be aware of signs of bullying.
- Report allegations to the school.
- Be supportive as appropriate.
- Remind their child to report allegations of bullying to an adult.

Approaches for dealing with bullying behaviour

- All members of the school community must take all allegations of bullying behaviour seriously. Following an allegation, pupils should be encouraged to share details of what happened.
- Exploring the event should follow the school's Positive Behaviour format - i.e. through the use of the 4Ws questions (What happened? Why did it happen? What right has been infringed? What can you do to repair the damage caused?)
- To support dealing with any incidents of bullying the school may well employ one of the following strategies - solution focused, restorative enquiry, coaching, mediation, conflict resolution. Advice on the use of these strategies is contained with the booklet "Handbook of Behavioural Strategies" (Appendix 1)
- Anyone wanting to know more about these strategies should contact the school.
- Parents of both person on the receiving end of bullying behaviour, and the person displaying bullying behaviour, should be informed as soon as possible.
- The school will work with the parents of the person displaying bullying behaviour in order to help the child understand why he/she felt the need to act in this way, the consequences of her/his actions and to support him/her to make better choices in future.
- The school will work with the parents of the person on the receiving end of bullying behaviour in order to minimise the detrimental effects of such action and to encourage resilience.
- Further support may be accessed through the involvement of Angus Council's School and Family Support Service and the designated Educational Psychologist. External agencies such as Police and Social Work may be involved if deemed appropriate.

There are specific issues relating to certain types of bullying behaviour which are further explored in Appendices 2.

APPENDIX 1

NEWBIGGING PRIMARY SCHOOL

**HANDBOOK OF STRATEGIES TO SUPPORT
THE MANAGEMENT OF BEHAVIOUR**

CONTENTS

CHAPTER 1	Introduction
CHAPTER 2	Solution focused/oriented strategies
CHAPTER 3	Restorative Enquiry
CHAPTER 4	Coaching

CHAPTER 1 - INTRODUCTION

The positive behaviour management programme in Newbigging Primary focuses on the rights of the individual and holds as a central theme the fact that rights cannot be infringed by others - and that individuals are responsible for restoring relationships they have harmed (See the school's Positive Behaviour Management Policy)

Below are some observations and reflections to bear in mind when conflict occurs

Belonging

- Everyone needs to feel they belong and that they are valued for who they are.
- Good relationships need to be at the heart of everything a school does if effective teaching and learning are to take place.
- If people feel heard they feel respected and valued.

Every 'discipline' issue in schools is an inter-personal conflict leaving at least one person feeling frustrated, angry, hurt, resentful, anxious or even afraid.

Does the current way we manage inappropriate behaviour and conflict also

- build /repair relationships?
- maintain mutual respect?
- preserve the sense of belonging?
- ensure everyone involved is given a voice and feels heard?
- empower those with the conflict to resolve it for themselves?

whilst also ensuring accountability and minimising the chance of an occurrence?

Existing initiatives, currently being practised in Newbigging Primary, that build relationships, mutual respect and a sense of belonging and having a voice are:

- PSD curriculum
- Citizenship
- Circle Time
- Pupil Council
- Buddying programmes
- Peer Mediation
- Sport and drama events
- Co-operative Learning
- ECO developments
- Enterprise initiatives

In addition we engage with the following strategies for dealing with conflict which strongly supports the guiding principles of our Positive Behaviour Management Programme:

- Solution focused/Solution Oriented Meetings
- Restorative Enquiry/Conversation
- Coaching

The following chapters give guidance on how to use these strategies to help resolve conflict.

CHAPTER 2

**SOLUTION FOCUSED/
SOLUTION ORIENTED
STRATEGIES**

Solution Focused Approach

Fundamental Assumptions of Solution Focused Approaches

- The past and details of the problem are not necessary for the development of a solution
- There are always exceptions
- Individuals have skills and resources to resolve their difficulties
- A small change can lead to widespread changes
- Attention to language is a major theme
- The individual's goal is central

Basic Strategy

In a given situation:

- On a scale of 1 - 10 where does the person think he/she is?
(1 = low score, 10 = high score)
- Explore why this score is given -
e.g. if a score is 3 - what makes the situation better than a 2 or 1?
- what stops it being a 4,5,6 etc?
- What is needed to improve the situation to increase the score to 4,5,6 etc.?
(Agree how large/small a step should be)
What will this look/sound/feel like? How will child/others know the child has achieved this?
- Set a realistic timescale for achieving the agreed goal
- Check up how the young person has progressed and reset the next goal thus continuing the cycle until the issue is resolved

A variation on the Solution Focused Approach is to hold a Solution Oriented Meeting:

Solution Oriented Meeting

<p>Statement of Problem</p>	
<p>Past related experiences</p> <p>What worked, helped? Who helped?</p>	
<p>Current Strategies</p> <p>What are you or others doing at the moment to prevent the issue from getting worse?</p>	
<p>Exceptions</p> <p>When are the times that things are slightly better? What can be done more of?</p>	
<p>Goaling</p> <p>What three things can you think of doing differently maybe, which might help the issue?</p>	
<p>How can I best support you?</p>	
<p>End point & support</p> <p>When will it be over? Good enough? Clear picture of finish time</p>	

Feedback/Summary (continue on reverse of sheet)

CHAPTER 3

RESTORATIVE ENQUIRY

Restorative Enquiry

Restorative Enquiry is the key skill in all restorative conversations, interventions and meetings. Whether someone is upset, angry, confused or afraid, or behaving in ways that you are uncomfortable with, they need an opportunity to put their side of the story and feel heard. If this opportunity is provided people can often find ways forward for themselves, and feel better about themselves for doing this.

Before describing each of the steps in this approach it is important to add that an important skill is to be constantly alert to what you are NOT saying:

No judgement

No advice

No reprimands

No expression of surprise/shock/anger/disapproval

No taking sides

No assumption that any side has the monopoly on truth or that you know what's going on!

Remember the intention of Restorative Enquiry is to keep the door open to communication and to encourage reflection, ownership and responsibility. All of the above responses close that door.

Step One - Be curious!

Ask something like -

"What's happened?"

"What's going on?"

Tip One - Watch your tone, your facial expression and your body language
- and where you are at the time.

Tone - Does it sound suspicious? Disapproving? Shocked? Angry?

Try and keep it calm, level, quiet - sound as if you are genuinely interested and concerned.

Facial expression - Do you look suspicious? Disapproving? Shocked? Angry? Try and look interested and concerned.

Body language - Are you towering over the person or on their level? Are you tense? Might you appear threatening? Check your hands - are they clenched or opening? Are your gestures demonstrating respect and concern?

Where are you? - Can you have this exchange without a crowd or the rest of the group overhearing? Is it a neutral place?

Remember - if you get this bit wrong people will clam up, get on the defensive, go into denial and possibly react angrily (out of fear). The purpose of your intervention is to encourage dialogue and reflection.

Tip Two - Use some simple techniques to encourage the person to talk - encouragement, summarising and open questions

Why?

It will help them to get their thoughts and feelings straight

It will help you to get a clearer picture of what they think is going on.

It will help others who may be present, in a more formal meeting for example, understand their experience and their perspective.

- a) to help them to order their thoughts and think about how they experienced the situation. Talking back through things can help them to understand how it all happened, and to feel their side is being heard.
- b) to help other listeners, including yourself, to understand how the speaker experienced the situation - even if you and the other listeners don't agree with their memory of the details.

RESTORATIVE ENQUIRY PRO-FORMA

How are things?

What has been happening?

How were you feeling at the time?

How do you feel now?

What needs to happen now?

Remember to revisit the issue with the same questions

CHAPTER 4

COACHING USING THE G.R.O.W. MODEL -

Goal

Opportunities

Reality

Will

G.R.O.W. Coaching Model

Goal: Make this very small and specific. What do you want out of this meeting?

Reality: Explore and describe what is really going on through thoughtful and insightful questioning. Include events (actual and leading up to), thoughts, feelings, reactions etc..

This part could take up a lot of time. Coachee to come up with most of the descriptions.

Options: Coachee to be encouraged to come up with all the possible choices for dealing with the reality. Coach should NOT offer ideas but may question in order to help the coachee.

This can take a long time.

Will: This is the coachee's commitment to one or more of the Options.

This should be very specific.

APPENDIX 2

RACIST BULLYING

What is racist bullying?

Racist violence, harassment and abuse are closely related to, and sometimes difficult to distinguish from, bullying. Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racist bullying can be identified by the motivation of the person displaying bullying behaviour, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

In a Scottish context, it is mainly people from black and minority ethnic communities who are subjected to racism, but concern has also been expressed about prejudice against other groups including English people and travellers. In Scotland, the words "bigotry" and "sectarianism" are often used to describe the attitude of some sections of the population towards members of certain religious faiths e.g. those with Roman Catholic or Protestant beliefs. This may also be the trigger for some incidents of bullying in schools.

Is racist bullying a problem in schools?

Children who experience it have their education disrupted. They may be unable to concentrate on lessons because of feelings of fear or anger. Their self-confidence may be damaged and, as a result, they may not fulfil their potential.

Schools that ignore it, or deny its existence, give the wrong message to young people. The success of our multi-cultural society depends upon the children of today growing up to be adults who respect difference and are prepared to speak out against racism

Should racist bullying be treated differently from other types of bullying?

Racism is a very serious problem that has the potential to destroy communities. It deserves its own response in schools. Racist bullying must be explicitly discussed in the classroom and there must be clear guidelines for dealing with incidents.

APPENDIX 3

HOMOPHOBIC BULLYING

What is homophobic bullying?

Homophobic bullying can involve physical or mental violence by a group or an individual. It is often aimed at someone who has poor defences and who, as a result, may be significantly upset. Victims may be male or female. What distinguishes it from other forms of bullying is the language that is used. Words like "queer" and "poof" and "lezzie" have been used abusively for many years. They have now been joined by words (such as "gay" and "lesbian") which were formerly descriptive but which now may be used as general insults. In some youth cultures, "gay" is now used as a derogatory adjective to describe objects and people that may have no connection whatsoever with homosexuality.

Both boys and girls may be subjected to homophobic abuse.

Is homophobic bullying a problem in schools?

Homophobic bullying has been reported in primary, as well as secondary schools. It may be directed at young people of any sexual orientation and at children who have not yet reached puberty. Teachers, parents and other adults in schools may also be bullied in this way.

Homophobic bullying in schools can be a problem in a number of ways:

- Children who experience it have their education disrupted. They may be unable to concentrate on lessons because of feelings of fear or anger. Their self-confidence may be damaged and, as a result, they may never fulfil their academic potential.
- It can be a particular problem for teenagers who are confused or unsure about their own developing sexuality. Some victims are driven to the edge of despair or beyond, with lasting consequences for their emotional health and development.

Schools that ignore it, or deny its existence, are not helping young people to develop a concern for the welfare of minorities and tolerance of difference.

APPENDIX 5

CYBER BULLYING

The Problems - Cyber Bullying

The digital age has seen the development of new ways in which to bully, slander and abuse. We are now faced with bullying by email, over the phone and by text message; with the use of digital cameras and camera phones to intrude on the privacy of individuals; with so-called 'happy slapping' attacks - the filming and sharing of physical attacks on individuals by groups; the posting of offensive websites; the impersonating of individuals through hijacking email accounts; abusive and threatening behaviour in chat rooms, on discussion boards and through instant messaging. We have also seen reports of school reunion sites being used to slander ex-pupils and teachers alike. "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology) has become more prevalent. All these examples of cyber-bullying may be taking advantage of cutting edge technology, but the motives of those who are doing this and the excuses they make for their behaviour are age-old.

Some Issues- Cyber Bullying

- Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week.
- No place, not even a bedroom, provides sanctuary from the intrusion of a threatening text message or an abusive e-mail.
- Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

Young people are particularly adept at adapting to new technology, an area that can often seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS - Parents Over Shoulder, TUL - Tell You Later) make it difficult for adults to recognise potential threats.

Adults who provide the means for such bullying to take place - i.e. mobile phones, computers etc. should make sure that they are used safely:

- Find out about any relevant guidelines that are published by your local authority or governing body.
- Be prepared to forbid the use of any website or chat room if it is used to send bullying or threatening messages.
- All users of chatrooms should be required to agree to abide an agreed code of conduct.
- Make sure that young people who use your messaging, email, mobile or web service know that any messages they send or post may be read by an adult.

Make sure that young people for whom you are responsible know that sending abusive or threatening messages is against the law.

Cyber Bullying - A Code of Conduct

Here are some points that could be included in the code of conduct that you discuss and agree with young people. Use these points to help you start the discussion, but aim to end up with a small number (up to five or so) of short statements that are suitable for the age of the users.

- If you feel you are being bullied by email, text or online, do talk to someone you trust.
- Never send any bullying or threatening messages. Anything you write and send could be read by an adult.
- Serious bullying should be reported to the police - for example threats of a physical or sexual nature.
- Keep and save any bullying emails, text messages or images.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- Why not log into a chatroom with a different user ID or nickname? That way the bully won't know who you are. You could change your mobile phone number and only give it out to close friends.
- Contact the service provider (mobile phone company, your internet provider) to tell them about the bullying. They may be able to track the bully down.
- Use blocking software - you can block instant messages from certain people or use mail filters to block emails from specific email addresses.
- **Don't** reply to bullying or threatening text messages or emails- this could make matters worse. It also lets the people displaying bullying behaviour know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
- **Don't** give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- **Don't** forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else, delete them and don't reply to the sender.