

# NEWBRIDGE SCHOOL

## ANTI-BULLYING POLICY 2017-2018

### OTHER POLICY LINKS

E-Safety

Behaviour Management Policy

ICT Acceptable Use

### CURRICULUM LINKS: PHSE/ICT/ENRICHMENT

**Updated:** March 2017

**Review Date:** November 2018

## DEFINITION OF BULLYING

This policy should be read in conjunction with the **Newbridge School E-Safety Policy** and is part of the Newbridge School **Behaviour Management Policy** and Code of Conduct. Rewards and Sanctions should be referred to in incidents of bullying.

*'Repeated intimidation of a victim that is intentionally carried out by a more powerful person or group in order to cause physical and/or emotional hurt'* (Michelle Elliot).

To effectively tackle bullying at Newbridge, everyone has to take part, be fully aware of this policy and work with it.

Bullying, in any form, will not be tolerated and, should it occur, will be dealt with firmly.

This policy is part of the **RECOGNISE BULLYING:**

Some children become **temporary** bullies after a traumatic event, such as divorce, the birth of a new baby, or because of boredom and frustration.

Other children become **chronic** bullies because they may:

- enjoy the feeling of power
- be spoilt and expect everyone to do what they say
- feel insecure, inadequate, humiliated, unpopular
- have been victims of abuse
- be being bullied at home
- be under pressure to succeed
- have aggressive attitudes over which they exercise little control
- be unable to imagine what the victim feels – they may lack empathy
- lack guilt.

## CHARACTERISTICS OF BULLYING BEHAVIOUR:

- the hidden secretive nature of bullying
- social ostracism
- malicious gossip
- exclusion
- mental cruelty as well as physical abuse
- threats and extortion
- social codes make victims feel they should not tell
- the silent majority is often aware of the bully, but feels unable to do anything about it
- individuals who bully rely on power, domination and often group support
- racism, sexism and homophobia are often features of bullying.

## **POSSIBLE SIGNS OF BULLYING:**

A child who is being bullied may indicate this through their behaviour. Children may:

- be frightened of walking/sharing transport to and from school
- refuse to attend
- ask parents to transport them to school
- begin to produce sub-standard school work
- become withdrawn or depressed
- stop eating
- come home regularly with books or clothes destroyed
- attempt suicide
- cry themselves to sleep and/or have nightmares
- have unexplained cut and bruises
- have possessions 'go missing'
- begin stealing money – to pay the bully
- continually 'lose' their pocket money
- refuse to say what's wrong.

School staff must be aware that problems of bullying may exist in the pupil's mainstream school. If pupils are consistently reluctant to go into school after spending successful sessions in the school, it is important to give the pupil time to discuss the reasons. Liaise with pupil's school and parents.

## **RECOGNISING VICTIMS:**

Bullies pick on vulnerable children, but it is difficult to judge in advance who might be seen as vulnerable. Vulnerability is not always visible to adults.

### **Victims may be pupils who:**

- are new to the school
- are different in appearance, speech or background
- have low self esteem
- react when bullied e.g. loss of control, tantrums
- are more nervous or anxious
- happen to be in the wrong place at the wrong time and who react wrongly.

### **Passive victims – these are the majority:**

- Often smaller and weaker than their peers, often clumsy or uncoordinated, poor at sports.
- Lack of confidence, withdrawn and find it hard to make friends, can feel depressed, inferior, helpless and unable to cope.
- Poor communication and social skills, poor conformity to group norms, usually positive attitude to school work.

### **Victims of racism, name calling and social prejudice:**

- Particularly vulnerable where they are in the minority.
- No specific characteristics but victimised for membership of low status groups in society.

### **Provocative victims: a small group within victim category**

- Tease and taunt and then complain if others retaliate.
- Often trying to gain attention.

### **CYBER-BULLING:**

#### **What is Cyber-Bullying?**

- Cyber-bullying is the use of ICT, commonly a mobile phone or the internet, deliberately to upset someone else.
- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying.
- It can also go further in that it can invade home/personal space and can involve a greater number of people.
- It can take place across age groups and school staff and other adults can be targeted
- It includes: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion or peer rejection; impersonation, unauthorised publication of private information or images and manipulation.

#### **Preventing Cyber-Bullying**

- All staff will be helped to keep up to date with the technologies that children are using.
- Pupils will be educated about cyber-bullying through a variety of means: assemblies, conferences, anti-bullying week, projects (ICT, PSHE, LITERACY), etc.
- Pupils will sign an **ICT Acceptable Use Policy**.
- Parents will be provided with information and advice on cyber-bullying via literature, meetings, etc.
- Pupils, staff and parents will be involved in evaluating and improving policies and procedures.

#### **Reporting Cyber-Bullying**

The Headteacher, designated member of staff for safeguarding children and designated Governor for Child Protection will:

- Ensure staff can recognise non-verbal signs and indications of cyber-bullying.
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgement.
- Publicise to all members of the school community the ways in which cyber-bullying can be reported.

## **UNIT STRATEGIES**

- All new parents are given the school handbook containing the clear policy statement about acceptable and expected behaviour, sanctions and what to do if worried.
- Regular informal spot checks are carried out to review supervision and responsibility within the school.
- Activities available at break times are reviewed to see if more can be offered.
- Arrangements for covering absent staff is reviewed, checking punctuality to ensure regular assemblies are held to publicly affirm and reward positive behaviour.
- Staff and pupils sit together at break and lunchtimes, providing opportunity to reinforce appropriate manners and conversation.
- Details of all incidents are reported on behaviour management system – where, when, who is involved and action taken.

## **PREVENTION STRATEGIES**

- Classroom management styles.
- Develop trust and good relationships between staff and pupils, and between groups of pupils.
- Close supervision at break and lunchtimes.
- The subject of bullying is addressed in PSHE.
- Encouraging talk to resolve conflict.
- Role plays and stimulation.
- Solidarity with victims.
- Buddying

Other topics which relate to bullying, eg:

- Building communication skills, self-esteem and confidence.
- Working on gender stereotypes.
- Rules.
- Expectations of behaviour.
- Being assertive.
- Influences.
- Friendships.
- Anger management.
- Problem solving, collaborative and cooperation games.

Assemblies also offer the opportunity to give messages about the importance of mutual respect, kindness and courtesy

## **DEALING WITH BULLYING:**

A consistent approach within the school is vital.

Pupils are carefully supervised whilst in school, at break and lunchtime. All incidents of bullying are logged on behaviour tracking system.

Pupils are allowed to go to the toilet one at a time.

There is always an escort on school/home school transport.

These measures will hopefully lessen any opportunity for bullying to take place.

The following ideas are practices with which they school staff are familiar:

- Remain calm.
- Take the incident seriously – listen.
- Identify children at risk.
- Identify places and times.
- Take action as quickly as possible.
- Reassure the victim.
- Offer concrete help, advice and support to the victim, help them to develop coping skills, e.g. assertiveness, walking confidently, not to react emotionally.
- Give time, access and availability.
- Peer support.
- Provide security with the school, e.g. supervised breaks.
- Tell the bully that you disapprove of their actions and encourage them to see the victim's point of view.
- Be careful how you punish a bully – reacting aggressively gives the wrong message, explain clearly the punishment and why it is being given (see list of Consequences in School behaviour policy).
- When deciding which of the consequences should be applied, consideration should be given to the following:
  - The seriousness of the offence – there are degrees of bullying although all incidents must be taken seriously;
  - The regularity of such incidents;
  - The degrees of harm caused to the victim.
- Do not try to hide the incident, but do not call the parents without a concrete plan to offer on either side.
- Continue to monitor the situation.
- Look critically at the effectiveness of school procedures.

At Newbridge there are opportunities each day for pupils and parents to talk to staff if they have any concerns.

**Persons responsible for review:**

Chair of Governors and Headteacher.