



# Stakesby Primary Academy

## Anti-Bullying Policy 2019-20

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Discussed with

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Teaching and Non-Teaching Staff  
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Academy Improvement Committee

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Signed (Chair of AIC)

Date

## **Objectives of this Policy**

At Stakesby, we want to make sure everyone feels welcome, happy and safe. This policy makes sure that everyone connected with our school knows:-

- What bullying is.
- How and why they should react if they suspect bullying.
- How we respond as a school
- The desired outcomes

Bullying of any kind goes against everything we state in our vision and ethos and will not be tolerated.

## **What is bullying?**

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.

Bullying is repeated over time.

Bullying makes those being bullied feel powerless to defend themselves.

We recognise that not all aggression or name calling is bullying. It becomes bullying when it is exercised through the use of power rather than an exchange between equals.

## **Why are we against bullying?**

Bullying Hurts!

Everybody has the right to be treated with respect.

Everybody has the right to feel happy and safe.

No-one deserves to be a victim of bullying.

Bullies need to learn different ways of behaving.

## **Different types of bullying (Kidscape)**

Emotional	(being unfriendly, excluding, tormenting, threatening behaviour)
Verbal	(name calling, sarcasm, spreading rumours, teasing)
Physical	(pushing, kicking, hitting, punching or any use of violence)
Extortion	(demanding money/goods with threats)
Cyber	(Misuse of the internet, mobile phones or cameras to bully)
Racist	(racial taunts, graffiti, gestures)
Sexual	(unwanted physical contact, sexually abusive comments)
LGBTphobic	(because of, or focusing on the issue of gender/sexuality)

## **What are the signs and symptoms of bullying?**

There are many signs or behaviours that indicate someone is being bullied.

Parents/carers and school staff may notice persistent signs of anxiety that are not the norm for the person concerned. They may appear as:-

- Reluctance to attend or travel to school
- Change to sleep patterns
- Change to eating habits
- Mysterious 'stomach pains'
- Unusually withdrawn or unusually aggressive
- Unexplained missing or damaged clothes or property
- Hiding or unexplained cuts or bruises
- Afraid to use the internet, email or mobile phone

### **What causes Bullying?**

People bully for different reasons.

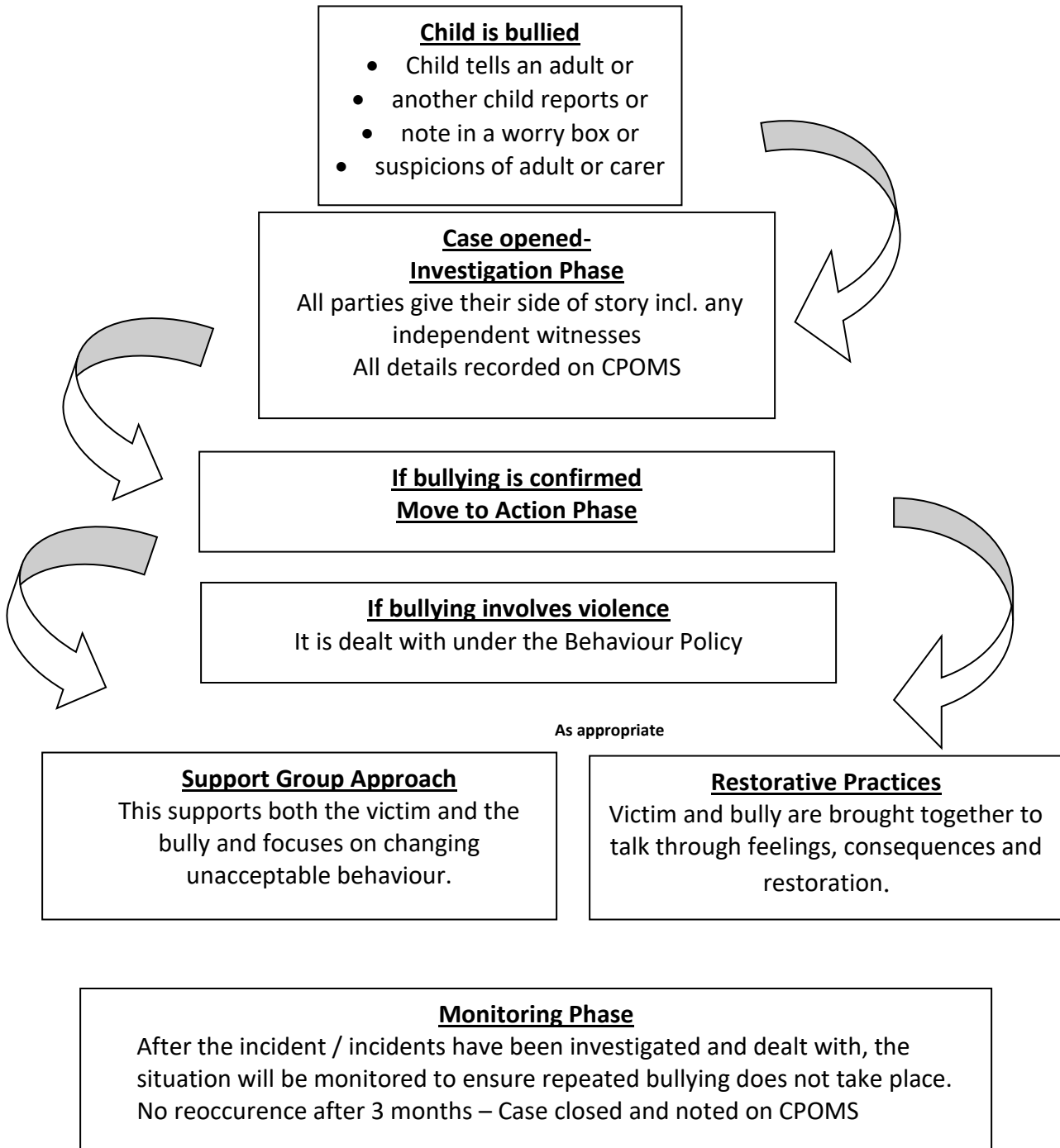
The reasons could be:

- to feel powerful, in control
- jealousy
- to feel good about themselves
- because they want something (attention, possession or friends)
- to look good in front of other people, feel popular, be big/clever
- because of peer pressure
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)
- because they don't realise the effect of their actions

### **Prevention**

- All the children helped to formulate our school rules which encourage everyone to 'CARE for each other'.
- We are a 'telling school' – children are regularly reminded of the importance of not keeping quiet.
- 'Worry boxes' in each class provide opportunities for information to be passed to the teacher.
- All adults are aware of their role by being approachable and taking concerns seriously.
- Bullying is regularly discussed and acknowledged through display, Circletimes and assemblies.
- We actively support annual Anti Bullying weeks.
- We have a group of professionally trained anti-bullying ambassadors 'The Friendship Team' – who are visible and proactive on the playground.

# PATHWAYS OF HELP



## Restorative Practices

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

We work within a process that is seen to be fair to all involved:

Engagement – involving all participants in the process.

Explanation – everyone reaches a shared understanding.

Expectation Clarity – clear vision for the future and how things will improve

The process uses Restorative questions:

To respond to challenging behaviour

What happened?

What were you thinking about at the time?

Who has been affected by what you did? Or How do you think ..... felt about what you did?

How do you feel about what you did?

What do you think you need to do to make things right?

To help those harmed by others' actions:

What did you think when you realised what had happened?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

One of the key features of this approach is for staff to model how to express feelings appropriately and especially to develop empathy. Affective statements are an effective way of doing this:

I am sorry that I misunderstood the situation .....

I feel really proud of you when I heard .....

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to .....

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

## The 'Support Group' Approach

This approach complements restorative approaches and may be more appropriate for older children, especially where a larger group or culture needs to be addressed. This can also be used as part of weekly Circletimes to address incidents as a class.

This approach does not blame or label children. It deals with the unacceptable behaviour. Our policy strategies focus on supporting both victim and perpetrator. Blaming a child and labelling them does not help. The majority of victims just want things to improve, and this approach seeks to do that, by giving the perpetrator the support required to change their behaviour and understand the consequences of their actions. There is no attempt to question, seek explanation or apportion blame, as this is often a fruitless exercise that distracts from the main issue and wastes time. However, for prejudice-based incidents, the education of the perpetrator is important.

The strategy follows a seven-step approach:

**1) Meet with the victim**

*The teacher talks to the victim about his/her feelings. Details of specific incidents are not required. The teacher only needs to know who is involved.*

**2) Convene a meeting with the people who have been involved (six to eight pupils)**

*The teacher arranges to meet with the group involved. It may include bystanders, colluders, people who joined in and a friend of the victim.*

**3) Explain the problem**

*The teacher tells the group "I have a problem..." and then outlines how the victim is feeling, possibly using a piece of writing or a picture that the victim has created to emphasise their distress. The teacher does not discuss the details of the incidents or allocate blame, but will ensure that the distress is linked to unacceptable prejudicial behaviour.*

**4) Share responsibility**

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

**5) Ask the group for their ideas**

*"What can we do?" Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher responds positively, but does not extract promises of improved behaviour.*

**6) Leave it up to them**

*The teacher thanks the pupils for their help. He/she passes the responsibility to the group to solve the problem. He/she arranges to meet up with them again to see how things are going.*

**7) Meet them again**

*The teacher meets up with each of the group members and the victim individually to find out how things are going. These meetings are an opportunity to praise and be positive, keep the group involved in the process and to monitor the situation. The teacher uses his/her judgement as to the timing of these meetings.*

## **Support Agencies**

**Anti-bullying Alliance** [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

The alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

**Kidscape** [www.kidscape.org.uk](http://www.kidscape.org.uk) **02077303300**

**Childline** – advice and stories from children who have survived bullying **08000 1111**

**Bullying on line** [www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus** – advice and links for parents [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) **08088002222**

**Parents Against Bullying** **01928 576152**

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk).

The LGBT equality organisation founded in 1989.

**Childnet** [www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers)

A website that informs about the potential dangers online (including bullying), and advice on how to keep children safe online.