

POLICY ON ANTI-BULLYING

STATEMENT OF PRINCIPLE

Roysia Middle School believes in promoting the highest standards of behaviour and that its pupils have the right to learn in a supportive, caring and safe environment.

As a school, we adhere to the following principles and values:

- We believe that bullying behaviour is unacceptable and should not be tolerated in this school.
- We recognise that bullying is a community issue that extends beyond schools; that it doesn't generally happen in isolation and often cannot be resolved in isolation.
- We believe that every person in this school has the right to be cared for by other people in this school and that we will strive to support victims of bullying. However, we will also strive to support bullies themselves to become happier people and therefore not feel the need to bully.

Bullying is rare in this school and we work hard to catch incidents at an early stage before it escalates. Good communication is vital to this; all pupils and parents are strongly encouraged to report any concerns to the child's form tutor at the earliest opportunity.

Aim

We aim to provide a safe, secure and positive environment where:

- Children can achieve their potential, making full use of the opportunities available to them.
- Children themselves and their property are treated with respect and are free from intimidation.
- Children are actively listened to.

- Children are taught to seek assistance quickly and are taught skills that will help them resolve low-level problems themselves

The Nature of Bullying

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or indirect in nature. It is repeated over a period of time on those who feel powerless to resist with the intention of causing distress. All of the above forms of bullying have a psychological effect on the victim.

Bullying should always be taken seriously. All bullying is unacceptable.

Bullying is deliberately hurtful. It typically has six elements:-

1. An initial desire to hurt
2. The desire is expressed in action
3. Someone is hurt either physically or emotionally
4. There is an imbalance of power
5. It is without justification
6. It is repeated.

Hurtful behaviour can stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. These attitudes are still unacceptable..

Bullying and hurtful behaviour can typically take three forms.

1. Physical: hitting, kicking, taking belongings
2. Verbal: name calling, insulting, making offensive remarks
3. Indirect: spreading nasty stories, exclusion from social groups.

The use of mobile phones or social media to send insulting, obscene or threatening messages may be both verbal and indirect bullying. The use of phones, including camera phones to harass or transmit derogatory text messages and or photographs may also be viewed as bullying.

Bullying is always significant to the person being bullied.

Bullying by Race, Gender, Sexual Orientation and Disability

1. Racist Incidents

These can include:

- Verbal abuse - name calling, racist jokes, offensive mockery / mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines into the school
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play

2. Sexualised Incidents

Sexual incidents are characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material
- Graffiti with sexual content

3. Sexual Orientation

Pupils do not have to be lesbian, gay, bi-sexual or transgender to experience this type of bullying. In most cases being different can be enough.

For further information and guidance consult the DfES publication on homophobic bullying ["Stand Up for Us"](#)

4. Disabilities

Children and young people with special needs or disabilities are often at a greater risk of being bullied, both directly and indirectly. The bullying is usually

about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children.

In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such. (See Child Protection Policy).

Procedures for preventing and dealing with bullying

This policy should be read in conjunction with the policy to promote Behaviour for Learning.

Prevention

Preventing bullying is one way of making the school a happy and secure place for everyone. By involving the children in decisions affecting the life of the school and by listening to and valuing their opinions we hope to cultivate a climate that encourages openness, not silence and secrecy, which can encourage bullying.

All pupils will know there is a policy and procedures in place to prevent and deal with bullying.

We are fortunate that the small size of our school means that staff know the children well and are able to spot changes of behaviour etc which might be signs of bullying.

Teachers lead by example at all times, modelling positive and respectful relationships

The curriculum is used as a vehicle to broaden children's perception and promote the view that speaking out about hurtful behaviour is good: it is not sneaking, a weakness or trouble making. Assemblies are often used to give anti-bullying messages. All children are encouraged to report their concerns to an adult in

the school first and there are many methods that they can use for this, alongside talking to their form tutor or year group TA or leader of key stage. There is a dedicated email address: ash@roysia.herts.sch.uk for pupils to ask for advice or report hurtful behaviour or bullying. "Ash" will help children determine what to do next and who else they may be able to talk to.

Outside agencies such as the police are invited into school to discuss issues like hurtful behaviour and bullying.

At morning break and lunchtime, members of staff are on duty. The duty staff are available and approachable if any child has a problem.

Parents are welcome to contact us at any time if they are concerned about their child. At Roysia, we are very proud of the relationships that we have with parents and we believe that the partnership between home and school is crucial in helping us to tackle the issue of bullying. Parents should speak to the class teacher and if the situation does not seem to improve, the leader of key stage will be asked to support.

Pupils are involved in procedures for dealing with instances of bullying through activities like circle time.

Monitoring

This policy will be reviewed annually and updated when required.

Agreed by Governors: 24 JUNE 2014.

Review date JUNE 2015

ADDITIONAL NOTES FOR STAFF

Recognising Bullying

Research shows that most bullying in schools takes place in the playground, although other 'hotspots' can be other places where supervision is lower, such as in the corridor, in the toilets or on school transport.

Both boys and girls bully and can bully as individuals or as members of a group.

Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self-esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful actions, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

Those who are being bullied may experience:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truancy
- A desire to self-harm or even to commit suicide
- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Books or clothes destroyed
- Possessions and money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well-established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Strategies

The following guidelines should be followed by staff if they come across bullying or an allegation of bullying:

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident report seriously.
- Take the child who has been bullied somewhere safe.
- Reassure the victim(s), don't make them feel inadequate or foolish; offer concrete help, advice and support to the victim(s).
- Encourage the bully to see the victims' point of view.
- Share the incident/incidents with other staff at staff meetings.

- Record the incident on SIMs so that patterns can be spotted. This should happen even if the incident originally appears to be of limited significance. Allegations of bullying should always be investigated and recorded.
- Speak to the bully to see if a cause can be found for the bullying. It is possible, if not probable that the bully is unhappy themselves in some way.

Depending on a number of factors the Headteacher will decide what action is to be taken.

- a) To support the child who has been bullied, eg develop support network of peers, build up self-esteem.
- b) To ensure the bully understands that their behaviour is unacceptable. eg) loss of free time, withdrawal of privileges, involvement of parents, exclusion.
- c) In addition to the sanctions, offer support to the bully to try to cut out the behaviour at the source.