



## **KEREM SCHOOL (Including Early Years Policy)**

### **Anti-Bullying Policy (Appendix to Behaviour Policy)**

#### **Background information**

Bullying is conduct intended to cause hurt, either physically or psychologically, which is unprovoked and which continues over a long period of time.

It may be further defined as the deliberate and repeated attempt to humiliate, threaten, frighten or hurt someone by means of verbal or physical abuse, and could also include racial, religious, cultural, sexual/sexist, homophobic, disability, special educational needs and cyber (social websites, mobile phones, text messages, photographs and email) bullying. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of bullying in causing psychological damage and even self-harm.

This school has regard to the DfE advice (2014) "Preventing and tackling bullying."

Bullying, to a greater or lesser extent, goes on in every school. However, the way it is dealt with can make a huge difference to the victim's life. Bullying is not just a physical assault. It can include:

- name calling, malicious gossip and laughing at someone's misfortune;
- deliberate social exclusion;
- threats, extortion and damage to property.

Research suggests that non-physical bullying is more common than physical bullying and that its effects can be more damaging to the victim.

Bullying is a common occurrence amongst most young people. It is carefully controlled by the bully as a means of validating their own self-image as powerful within their peer group. The victim's peer group is generally aware of the existence of bullying and does not like it. However, they generally lack the will, leadership or sense that a different style of social relationship is possible to do much about it (Stephenson and Smith, 1989).

About half of bullying incidents occur on a one-to-one basis. The other half involves larger groups. The playground is the most likely place for bullying to occur, although any unsupervised area e.g. classrooms, corridors, etc. are likely venues (Whitney and Smith, 1993).

Boys tend to adopt open or direct bullying approaches, e.g. threats, taunts, etc. whilst girls tend to adopt more indirect approaches, e.g. withdrawal of friendship, spreading rumours, etc. (Alimad and Smith, 1994)

The Kidscape Survey (1995) found that amongst 4000 five to sixteen year olds:

- 68% complained about being bullied
- 38% had been repeatedly bullied or had had a particularly terrifying bullying experience
- 8% of boys and 4% of girls were so chronically or severely bullied that it was seriously affecting their everyday lives.

Bullying has negative effects on both the bully and the victim.

Childhood bullies:

- are three times more likely to have a court conviction than non-bullies (Olweus, 1989).
- are more likely to become delinquents in later life (Lane, 1989).

The victim may suffer from:

- decreased self-esteem in the short term (Boulton and Smith, 1994)
- decreased self-esteem in later life (Olweus, 1993)
- greater difficulty in later life forming trusting relationships (Gilmartin, 1987)
- adult disturbance following peer rejection (Parker and Ashton, 1987)
- a lowering of ability to concentrate, solve problems and learn effectively (Turler and Eth, 1990)
- suicidal tendencies (Smith and Share, 1994; Burnage Report, 1989)

The best approach to combat and prevent bullying is a whole school approach where the whole school community works together to eliminate bullying and acts to promote the school's Anti-Bullying Policy and procedures for its prevention ( Robinson and Maines, 1994)

Kerem School has adopted the "no blame" approach as a proven anti-bullying strategy. This approach:

- protects the victim from further bullying,
- changes the bully's behaviour and
- encourages empathy, shared responsibility and problem solving.
- raises awareness of staff through training, so that the principles of this policy are understood and followed carefully to ensure bullying is dealt with appropriately.
- involves parents in making sure pupils are clear about their part they can play in preventing bullying, including when they find themselves as bystanders.

This policy can be found on the website and parents and children are asked to sign our home-school agreement. At Kerem we foster and create an environment of good behaviour and respect, with staff and older pupils setting helpful examples.

Please make reference to the Internet/E-Safety policy for details on preventing cyber-bullying.

### **The "no blame" approach**

When bullying has been observed or reported, the "no blame" approach offers a simple seven-step procedure, which can be adopted by a teacher or other facilitator. Note that each step has been carefully planned as a single part of the whole, and variations may undermine the success of the method. The steps are summarised below:

#### **Step one – talk with the victim**

When the facilitator finds out that bullying has occurred, he/she starts by talking to the victim. During this conversation the facilitator encourages the victim to describe how he/she feels with reflective comments such as, "That must be very hard for you", and "So you have felt really upset".

The purpose is not to discover factual evidence about this or other events; if the victim wants to include evidence in the account this is always reframed to establish the resulting distress. For example, a comment like, "They have all been ignoring me, nobody will talk to me." might be replied to with a response like, "So, you felt really lonely and you were upset that you had nobody to talk to".

It is important that the victim understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained, the

victim usually feels safe, and relieved that something is being done. He may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the conversation by:

- Checking that nothing confidential has been discussed which should not be disclosed to the group.
- Asking the victim to suggest the names of those involved, as well as the names of some colluders or observers and some friends who will make up the group.
- Inviting the victim to produce a piece of writing or a picture which will illustrate his unhappiness.
- Offering the victim an opportunity to talk again at any time during the procedure if things are not going well.

The victim is not invited to join the group to present his own account, as it is possible that he will make accusations, provoke denial or justification and undermine the problem-solving approach.

#### **Step two** – convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the victim. A group of six to eight works well.

This is an opportunity for the facilitator to use her judgment to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

#### **Step three** – explain the problem

The facilitator starts by telling the group that she has a problem - she is worried about "John" who is having a very hard time at the moment. She recounts the story of the victim's unhappiness and uses the 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.

#### **Step four** – share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- No-one is in trouble or going to be punished
- There is a joint responsibility to help John to be happy and safe
- The group has been convened to help solve the problem.

#### **Step five** – ask the group members for their ideas

Group members are usually genuinely moved by the account of John's distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the "bully leader" to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which the victim could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. He/she makes positive responses but he/she does not go on to extract a promise of improved behaviour.

#### **Step six** – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. He/she thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

#### **Step seven – meet them again**

About a week later, the facilitator discusses with each student, including the victim, how things have been going. This allows the facilitator to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about his contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his intention, as long as the bullying has stopped. The victim does not have to become the most popular person in school, just to be safe and happy.

This approach empowers people to be nice, modelling non-bullying rather than bullying behaviour, protecting the victim from revenge attacks by putting a support group around him/her and destabilising/eradicating the bully's power base by getting coerced individuals to sign up to be nice to the victim. Therefore the victim benefits, not only from the cessation of the bullying behaviour, but also from the support of peers and previous bullies.

#### **Cyber-bullying**

We take incidents of cyber-bullying very seriously. Refer to ICT Policy.

#### **Reporting Bullying**

- **All incidents of bullying, including cyber bullying and bullying outside the school must be recorded in the school's incident book.**
- **A bullying incident should be treated as a child protection concern and therefore reported to a Child Protection Officer.**
- **Any action taken in response to a reported bullying incident must be noted and the outcome recorded in order to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.**
- **The Child Protection Officer, together with Head Teacher will decide whether a bullying issue needs to be reported to external agencies (such as police/social services). The decision will be based on the frequency and severity of the case.**

#### **Appendix 2**

##### **Developing proactive approaches to tackling bullying through the curriculum**

#### **The Personal, Social, Health and Citizenship Education (PHSCE) curriculum**

Not all of PHSCE is a statutory part of the curriculum, but it covers topics that are important if we want our children and young people to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing - how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children and young people to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

There is a great deal to cover in the PSHCE curriculum, in very little time. However, there are opportunities to develop, and/or reinforce the various topics across and beyond the curriculum. The following are relevant national curriculum statements for each Key Stage. This information was taken from the National Curriculum website - [www.nc.uk.net](http://www.nc.uk.net).

## Key Stage 1

### The PSHCE curriculum guides students to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong - including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at.
- Realise that people and other living things have needs, and that they have responsibilities to meet them(How they affect other people)
- Make simple choices that improve their health and wellbeing
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other
- Learn about bullying - that there are different types, that it is wrong, and how to get help to deal with bullying.

### There are other opportunities to reinforce these topics across the wider curriculum:

#### English

- There are opportunities to develop speaking, listening and group work, and to explore situations and emotions within the English curriculum.

#### Science

- How to treat animals with care and sensitivity. Link this to how your actions can affect another creature
- Recognise similarities and differences between themselves and others, and to treat others with sensitivity.

#### PE

- Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress. Identify the benefits of being involved in sport for forming relationships, learning interdependence, etc
- Dance activities. Use dance to express and communicate ideas and feelings. Also, include dance across the ages and different cultures to explore differences.

#### ICT

- How to find information. Look for information about emotional health and wellbeing.

#### Art and design

- Exploring and developing ideas. A good opportunity to explore and communicate feelings.

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries and coping with disappointment. Students could fill in charts, draw, write about or talk through how they feel in a variety of situations, complete stories, make collages or explore ideas further through dance and drama. Older students could draw a cartoon strip or write an article for a magazine.

Also try using [Welltown](http://www.wiredforhealth.gov.uk), (on [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)) the Healthy Schools interactive site designed for Key Stage 1 pupils. This website includes online and downloadable activities.

## Key Stage 2

### The PSHCE curriculum guides students to:

- Be able to talk and write about their own opinions, and explain their views
- Being able to recognise self-worth, their achievements, and their good points

- Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- How to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- What makes for a healthy lifestyle - what affects mental health, and how to make informed choices
- Pressure to behave in an unacceptable or risky way - whether from friends or adults. How to get help, and use basic techniques for resisting pressure
- How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- Think about the different types of relationships - includes marriage and friendships. Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people - can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support.

**There are other opportunities to reinforce these topics across the wider curriculum:**

#### **English**

- There are opportunities to develop speaking, listening, and group work within the English curriculum, and there are opportunities to learn how to read and understand a text. This will help to give students the skills to discuss and reflect on important issues that might come up in their school or private life.

#### **ICT**

- How to find information. Find and retrieve information about mental health.

#### **PE**

- Knowledge and understanding of fitness and health. Include the place of exercise in helping to deal with stress, and the benefits of being involved in sport for forming relationships, independence, etc.

Key Stage 2 activities should address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong. Students could draw, write stories and use drama to explore issues that they may otherwise have difficulty talking about. Also try using [Galaxy-H](#), (on [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)) an interactive site designed for Key Stage 2 pupils. This contains online and downloadable activities.

Reviewed: October 2017 Next review: September 2018

**Name of pupil**.....**Class**.....

**Names of any other pupils involved:**

**Names of any witnesses:**

**Description of the incident:**

**Date and time of incident:**

Date of incident:

Date incident reported:

Time of incident:

Time incident reported:

Location of incident:

[please give precise details]

**Action taken thus far:**

Did the incident include any of the following:

[please tick all that apply]

Racist abuse/harassment

•

Sexist abuse/harassment

•

Disability abuse/harassment

•

Threatening behaviour

•

Other abuse/harassment

•

Verbal abuse [please specify]

•

Threatening language/ Intimidation

•

.....

Physical abuse

•

Theft

•

Damage to property

•

Constant low level disruption •

Misuse of internet/e-mail [cyber bullying]

•

Defiance/refusal to co-operate •

Name of person completing this form: \_\_\_\_\_ Date: \_\_\_\_\_

**Action Taken**

Referred to:

Class teacher

•

[date: \_\_\_\_\_]

Head of Key Stage

•

[date: \_\_\_\_\_]

SENCO

•

[date: \_\_\_\_\_]

Deputy Headteacher

•

[date: \_\_\_\_\_]

Headteacher

•

[date: \_\_\_\_\_]

Other [please state] \_\_\_\_\_ [date: \_\_\_\_\_]

Details of contact made with parents/carers [please also indicate whether contact was by letter/telephone, etc.]

\_\_\_\_\_ date: \_\_\_\_\_]

\_\_\_\_\_ [date: \_\_\_\_\_]

Details of any external bodies contacted:

\_\_\_\_\_ [date: \_\_\_\_\_]

Details of any other actions taken [e.g. pupil search]:

\_\_\_\_\_ [date: \_\_\_\_\_]

**Other notes/comments:**

Please attach copies of any correspondence/information/statements/evidence.