

FLITWICK LOWER SCHOOL



Anti-Bullying Policy

Our Definition of Bullying:

"Bullying is repeated actual or implied aggression, physical or verbal, intended to cause distress".
It can be: -

- ◆ Physical aggression
- ◆ The use of put-down comments or insults
- ◆ Name-calling
- ◆ Damage to the person's property
- ◆ Deliberate exclusion from activities
- ◆ The setting up of humiliating experiences.
- ◆ Cyber bullying

The following points extend our definition: -

1. A child is being bullied, or picked on, when another child or group of children say nasty things to her/him. It is also bullying when a child is hit, kicked, threatened or sent nasty notes or when no one ever talks to her/him.
2. These incidents can happen frequently and it is difficult for the child being bullied to defend her/himself. It is also bullying when a child is teased repeatedly in a nasty way.
3. It is **not** bullying if two children of equal power and strength have an occasional fight or quarrel
4. but it can happen frequently that two children engage in bullying towards each other.
5. Children who are bullies have not yet learned a sufficient repertoire of appropriate behaviour.

None of this behaviour is acceptable

All teaching and non-teaching staff
in this school are committed
to stopping any form of bullying

Statement on Bullying

Our school works with children to prevent the distress caused by bullying. We actively seek to promote a positive atmosphere of collaboration, care and collective responsibility and to provide an environment in which all children can feel safe, secure and valued.

Anti-Bullying Policy

All staff at Flitwick Lower School are committed to stopping any form of bullying. The principles of the whole PSHE policy apply to our Anti-Bullying policy.

For the Child

1. Good self-esteem
2. Shares joys and problems with others - peers and adults alike.
3. Feels safe and secure (in all areas of the school).
4. Knows that to say 'No' is OK when uncomfortable or unhappy about the behaviour or suggestions of others.
5. Recognises inappropriate behaviour from others.
6. Knows what to do if feeling anxious or bullied.

AIM is to enable the child to transfer the skills learned in school situations beyond school such that s/he is able to keep her/himself safe for life.

The teacher's and the school's response to the six points outlined for the child

- 1 a. The child and her/his efforts are valued- social skills work is aimed at the developing self-esteem.
- b. The methodology used in school develops the child's ability to make informed choice.
- c. Being able to make the right choices is crucially important for the future development of the child as s/he grows into adulthood.
- 2 a. Sharing thoughts and feelings are encouraged in circle time which is widely used throughout the school.
- b. Using materials for social skills development, including Social Aspects of Learning (SEAL) as outlined in our PSHE policy.
- c. Enabling the children to work and play co-operatively is encouraged for classroom activities and in the playground. In the classroom the teachers plan for some paired and group work activities, where assisted learning can provide great benefit for all children. Outside, this happens with playground games, adventure playground equipment and a range of small apparatus which is used in groups or teams.
- d. The Whole School participating in the Annual National Anti-Bullying Week.
- 3 a. All areas of the school are regularly monitored for Health & Safety aspects.
- b. When children move around the school and the grounds, areas of potential problems are monitored by staff (eg. cloakrooms at lunchtime by midday staff).
- c. The organisation for leaving the playground is regularly reviewed to enable the safe movement of large numbers of children around the school.
- e. Children are regularly taught about acceptable and safe play that will not endanger themselves or others.

- 4 a. Through use of materials such as in The Personal & Social Education Programme we actively encourage the children to be assertive and say 'No' when they feel it is the right thing to do. For example, we show them how to state clearly what they don't like.:
- " I don't like it when you stop it! Thank you."
- " I don't talk to you like that, so stop talking to me like that. Thanks."
- ◆ Speak in a firm, not angry voice
 - ◆ Look in their eyes, but not in threatening way.
 - ◆ Stand tall or step forward (in an unthreatening manner!)
 - ◆ Stay in control of yourself
 - ◆ Walk away (don't run); seek an adult if necessary.
- b. By responding in such a way the situation is usually diffused. All too often the bully is looking for an angry response and unfortunately the victim obliges.
- c. By drawing up their own rules of behaviour, children are taught what is inappropriate.
- 5 a. When a child feels that s/he has been treated badly, unkindly or unfairly, s/he is taught to talk about it with an adult.
- b. All staff - teaching, support, midday everyone will always listen to a child never ignore him/her.
- c. The children are encouraged to be kind and considerate by our whole school approach to learning and our community.
- d. We discuss with the children the possible consequences of rough play, fighting and unkind words.
- 6 a. Because our children know that they will be listened to and helped, they are encouraged to be truthful in their reporting of incidents.

Dealing with Persistent Bully

We believe that the involvement of parents is essential so that they know what is happening and can support the school's policy and programme. If there is persistent Bullying by a child then the parents will be actively involved in the actions of the school and if necessary outside agencies.

Effective practices include appropriate uses of 'time-out', partial withdrawal of play privileges, counselling and building contracts in developing alternative behaviours.

Circle Time can also be used with or without the offender present to gain constructive peer support for both victim and bully.

Summary of Action our School will take

- ◆ All complaints will be listened to carefully and investigated non-judgementally.
- ◆ By developing a supportive climate for victims, everyone knows that "Its all right to tell if you're being put down, harassed, abused or hurt for no reason. You will be listened to and taken seriously.
- ◆ Older children are encouraged to support younger children in playground situations.
- ◆ Bullies will be removed from the situation and a contract drawn up, which will be supported by their parents.

Date policy reviewed : February 2010