Anti-Bullying and Aggressive Behaviour Policy

School Vision
Through our core values of thankfulness, love and hope, within a distinctively Christian context, we aim to ‘Lay the Foundations for Life’, ensuring that all children are happy and confident; achieving their full potential. We want to enable all pupils to flourish, giving everyone a sense of their own dignity and ensuring that our school is an inclusive and hospitable environment.

School Statement on Bullying
We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims
To ensure:
- a community in which every member is respected as a human being;
- an environment where everyone feels happy, safe and secure, free from intimidation, threat or harm from other people or any type of bullying behaviour.
- an environment, where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- pupils and parents are informed of the school’s expectations and productive partnerships are fostered which help maintain a bullying free environment.
- a clear approach to continuously improving our approach to bullying, by regularly monitoring and reviewing the impact of our preventative measures.
- that a clear model of co-operation is continually demonstrated by all staff;
- that bullying is uncovered by, the direct observation and reporting of bullying by staff and or pupils; reporting by victims themselves or reporting by parents and carers.

Communication
This policy and these procedures will be communicated and discussed with children, parents, governors and all staff. The policy will be communicated to children through school worship, school posters, class discussions (especially of real incidents), “Circle Time”, drama and role-play, etc. use of HeartSmart resources and stories in class. Children will be told how to identify and inform about bullying, whatever form it takes.

The emphasis in all the above will be that aggression and bullying always hurts someone and will not be tolerated. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Definitions
Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or a group of people towards another individual group, where the bully or bullies hold more power than those being bullied. If bullying is allowed, it harms the perpetrator, the target and whole school community and its secure and happy environment.

Bullying can take many forms:
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence/ unwanted physical contact
- Racist - racial taunts, graffiti, gestures
- Visual/ Written graffiti, gestures, wearing racist insignia
- Damage to personal property
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse, messaging, social media, email
  Mobile threats by text messaging & calls
  Misuse of associated technology, i.e. camera & video facilities
- Threat with a weapon
- Theft or extortion
- Persistent Bullying
- Race - racist bullying
- Sexual orientation (homophobic or biphobic)
- SEN - Special Educational Needs or disability
- Culture or class
- Gender Identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

Signs and Symptoms
A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Code of Practice / Procedures
Everyone at St Luke's has a responsibility to respond promptly and effectively to issues of bullying. Any allegations of bullying are taken seriously.
1. When any report of bullying is received, any bullying or threats of bullying will be investigated and the bullying stopped quickly.

2. The person investigating any report of bullying will
   - Talk to the pupil about it.
   - Listen.
   - Offer support.
   - **NOT** ignore it.
   - **NOT** say phrases such as, “You should stand up for yourself”, “It is just part of life”, “You must get used to it”.
   - Alert the class teacher, deputy Headteacher, Headteacher or supervisory assistants as necessary.
   - Reassure and make it clear to the victim that the school can help and that they will be supported.
   - Ensure that the victim knows that he / she was right to tell and if the aggressor gets into trouble it is his / her own responsibility and never the fault of the pupil who complained.

3. Significant cases of aggression or bullying should be reported to the class teachers of the aggressor(s) and victim(s) so that they can be recorded. If in doubt staff should refer the incident to the Headteacher or his / her substitute.

4. Parents with specific concerns should be encouraged to discuss them with the Headteacher so that they can be investigated, logged and appropriate action taken.

**Outcomes**

1. It will be made clear to the bully/aggressor that his/her behaviour is unacceptable. **Remember that aggression is catching.** Politeness and a caring attitude to others are also catching. Staff should set a good example. Try to stay calm but assertive. Avoid meeting aggression with aggression. An attempt will be made to help the bully (bullies) change their behaviour.

2. The bully (bullies) will be asked to genuinely apologise. Other consequences may take place.

3. Wherever possible, the aim will be for pupils to be reconciled.

4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Where investigations show bullying has taken place, the teachers of all the children involved will be informed.

5. In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem.

6. If necessary and appropriate, police will be consulted.

**Anti-bullying strategies to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying.

- Our school vision is at the heart of everything we do and ensures that all member of our school community are revered and respected as members of a community where all are known and loved by God.
- Our PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to prevent it. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective Worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Stereotypes are challenged by staff and pupils across the school.
- Children are encouraged to work and play together but sometimes there are disagreements and inappropriate behaviour. This is not always bullying, but if any child or parent is concerned about ‘bullying’, they need to talk to someone as soon as possible.

When issues do arise, children are encouraged to take a positive role in discouraging inappropriate behaviour. Retaliation is an additional offence and not a possible solution. Children are encouraged to take the following action:
1. Address the behaviour not the child. The child tells the offender that they do not like the behaviour and ask them to stop. If necessary they should shout and draw attention to the situation.

“I don't like you playing like that, please stop.”

“Stop calling me names I do not like it.”

2. If the child feels unable to tell the offender on their own, they should ask someone to witness their request. They should ask a friend or an older child. Sometimes an adult can be asked to be the witness.

3. If the behaviour is dangerous or they feel that they cannot cope without adult help, they should find a teacher, classroom helper or lunchtime supervisor straight away. Any children standing nearby should be encouraged to find help.

- Staff supervising playtimes should try to anticipate behaviour and stop situations before they escalate. Strategies may include:
  a. stop and watch a game, play with a group,
  b. take one person away,
  c. find someone else for a child to play with.

Distraction can be better than confrontation.

- It may be necessary to remove the offender and keep them by the member of staff for a period of time. The child could be made to sit or stand away from a group or work in another area of the classroom. In the classroom situation, they may be sent to another classroom to calm down.

- The individual who has offended is reprimanded, not the class or group. Punishment is kept to a minimum. If this is not an isolated incident further action is taken. Parents may be contacted.

- All members of staff are available for professional support. Staff are encouraged to consult colleagues if situations always occur at the same time and the routine need to be changed. Other members of staff accept children to work in their classroom. When this is necessary staff make the minimum of fuss and leave the child to get on with the work, speaking to colleagues later.

- Supervision - In the continuing campaign against aggressive behaviour the chief resource is the staff. Active supervision by the head teacher, teachers and supervisory staff is most important, especially at the critical times when bullying is most likely to occur:
  - at the start and end of school as children enter and leave the school building;
  - during lunch and break times;
  - when children are not observed by an adult;
  - in toilets;
  - when moving around the school

Resources
A resource bank is available to teachers as part of the school’s PHSE resources. HeartSmart lessons are also available on the curriculum network that focus on challenging stereotypes and recognising different forms of bullying. KIDSCAPE methods for helping children to prevent bullying may also be used. Visit the Kidscape website www.kidscape.org.uk for further support, links and advice. Stonewall Education for All also provides useful information and resources including a primary school booklist that can be used to talk about different families and address and challenge stereotypes.

https://www.stonewall.org.uk/get-involved/education

Help Organisations
Advisory Centre for Education (ACE) 0808 800 5793
Children's Legal Centre 0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
The Bully
An article by Bob Young

1. BEHAVIOUR:

Do you see any of these?

- Pushes people around, verbally and physically.
- Threatens others continually.
- Has a bad temper—and often a bad mouth. Brags loudly and often about his/her strength.
- Extremely negative. Also has a very poor self-concept. As a result, becomes aggressive with other people at the first hint of trouble. A close look will reveal that this student always thinks others are trying to "put down" or take advantage of him/her.
- Talks back. Usually very public in announcing what he/she plans to do.
- Often has learning problems.
- Uses physical aggression but, generally, only outside the classroom. In the classroom, makes verbal threats about what he/she will do after leaving the classroom.
- If articulate, may be verbally aggressive.
- Degrades others and humiliates others in public view.
- Generally either a loner with few friends, or a gang leader. Those who join gangs identify with the bully in order to intimidate others. Regardless, the bully usually has a genuine reputation for being a fighter.
- Responds to all interaction negatively and physically.
- Looks for trouble.
- Parents may promote fighting.

2. EFFECTS:

Do you notice any of these?

- Many students are frightened.
- Some think it's funny when they experience the immature behaviour of a bully.
- A climate of fear exists in the classroom.
- Rights of others are restrained.
- Confrontations take place.
- A bad example is set. Others see problems being dealt with by violence.
- School time is wasted.
- Many students wish they had the nerve to act the very same way because power gives them a great deal of attention.
- Students who are being bullied are threatened. They're apt to become highly emotional and upset — and may be afraid to come to school.
- Physically weak students may follow the bully for protection — from this bully or from other bullies.
- A bullying experience in class immediately stops the learning process. Lectures and discussions are interrupted—and perhaps attention is lost.
3. ACTIONS:

1. Identify causes of misbehaviour.
2. Pinpoint student needs being revealed.
3. Employ specific methods, procedures, and techniques at school and at home for getting the child to modify or change his/her behaviour.

Primary causes of misbehaviour:

1. Attention: This pupil is an attention seeker and enjoys the attention he/she gets from peers and adults.
2. Power: This pupil demonstrates power by his/her ability to physically hurt others. Being physical gives him/her a feeling of being in control.
3. Self-Confidence: The bully usually knows that hurting is wrong, but being physically strong makes him/her somebody — it improves a poor self-concept.
4. Primary needs being revealed:
5. Sexuality: This pupil can establish a relationship only by being the strongest. This could well be the lesson that is being taught at home.
6. Escape from Pain: This person's life could be so negative, and he/she could be so afraid of what is going to happen next, that he/she adopts bully behaviour for protection from others.
7. Secondary needs being revealed:
8. Gregariousness: This pupil needs to belong to a group, but he/she is unacceptable; thus the student becomes the leader of his/her own group.
9. Power: Because of an inability to function socially, the bully exerts power by physical force. He/she may get beaten up at home, and may win approval at home by being tough at school.
10. Autonomy: Physical power makes this pupil feel independent, in charge of his/her life.
11. Use the "Delay" technique. If the bully threatens to "get someone" after class, hold him/her after class. Don't let the bully leave — or he/she may have to carry through to keep peer respect. Say, "You made a threat. Now you've had time to think. If you carry through, that's premeditated." Then explain what this means: If the student chooses to go ahead, he/she must be prepared to face the full consequences, whatever they may be. However, don't tell the student what the specific consequences will be.
12. Don't assume this pupil is tough. The bully may in fact be weak, and may be using his/her antics to cover up insecurity. Likewise, a student who is loud is not necessarily an extrovert.
13. Establish a one-to-one relationship with the bully. This pupil needs — and always lacks — such a relationship with a strong and successful adult model.
14. Be gentle rather than tough. The bully can handle toughness — it's his/her forte. However, the bully can't fight gentleness, and this is what he/she really wants.
15. Take the pupil off the hook. The bully usually accepts bigger responsibilities well, and will do as you say. To take the student off the hook, you could encourage him/her to say to others, "Miss Jones won't let me fight."
16. Keep in mind that children who fight an authority figure do so only to compensate for a flaw in their own characters which they themselves may or may not recognize. Therefore, you must help the student make the identification.
17. Make it safe for the bully to be vulnerable to others. Otherwise, he/she will keep bullying because that behaviour keeps others away and shields areas of insecurity.
18. Openly address the problem of his/her insecurity; it is the main issue. Give this
pupil big responsibilities — and re-channel his/her energies constructively.

19. Praise him/her for appropriate behaviour continually. And when you do, call the new behaviour "strong."

20. Design activities which will bring out his/her leadership and assertion strengths in a positive way. However, be sure to make success or failure "safe" when you do.

21. Show the pupil that you care about, respect, and trust him/her. This type of student tends to be extremely loyal.

22. Discuss the problem with parents. However, make sure the student attends any private conference. If you don’t, a credibility gap may develop between you and the student.

23. Let the pupil help decide any consequences should he/she falter.

24. Let the pupil know that you like him/her, but that you dislike the behaviour.

25. Don’t put the pupil in a position in which he/she must "prove" him/herself, or the bully behaviour may recur.

26. Let the pupil know that bullying can’t be tolerated — no matter what you think of him/her. The bully must be aware of your respect for people. Therefore, make sure you don’t do anything which could be considered "bullying," or abusing power.

27. Sports are a good outlet for this behaviour. Talk to your physical education colleagues and coaches.

28. Have him/her sit near or work with the opposite sex.

29. Never forget the motivational force of pride. However, remember that true pride has one source: solid personal achievement coupled with the respect for others that grows out of self-respect. To instill pride in a student, a teacher must give him/her personal success and meaningful accomplishments. If not, lack of self-respect, degradation, and even shame make pride a difficult achievement for some students, especially the bully.

4. MISTAKES:

Common misjudgements and errors in managing the child which may perpetuate or intensify the problem.

1. Teachers or parents saying, "People won’t like you when you act that way." This is exactly what the bully wants because it gives him/her the desired attention. We fail to recognize that this child will pay any price for attention.

2. Publicly putting down a bully—or publicly showing pride or pleasure in his/her physical victories.

3. Prejudging a child a bully in every situation because of past behaviour.

4. Treating the bully inconsistently.

5. Reacting personally and making threats in an attempt to change behaviour.

6. Trying to bribe the bully.

7. Attacking the individual and not the behaviour.

8. Failing to dig out the bully’s true underlying motives.

9. Failing to reinforce positive behaviour of the bully.

10. Believing all bullies are extroverts. A loud outer facade can be deceptive, and teachers and parents alike can often feel that every bully is an extrovert. Yet, the opposite is often true.

11. Overlooking his/her potential.

12. Excluding the bully.

13. Protecting others, but never protecting the bully.

14. Getting into a value argument with parents over whether fighting is "right" or "wrong."

15. Take care when any form of physical contact is required. Keep this to the minimum and avoid if at all possible.
16. Failing to treat both sides of the trouble. We all know that trouble has two sides. For instance, we know it usually takes two students to get into a fight. Yet, we are often likely to handle the more aggressive of the two rather than deal with both. Even if another student’s wisecracks caused the confrontation, the one who struck the physical blow is likely to receive most of our attention and reprimand.

Related Documents:
   1. Behaviour Policy and Procedures
   2. Health and Safety Policy
   3. Child Protection Policy and Procedures

Resources
   1. PSHE Resources / Circle Time resources
   2. HeartSmart
   3. Stonewall Book List

* Some of the ideas in this policy are taken from the anti-bullying charity, Kidscape’s guidelines.

Monitoring, Evaluation And Review

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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