

Guilden Morden C of E School Anti-Bullying Policy

See also “ **Preventing and tackling bullying - Advice for headteachers, staff and governing bodies, DFE, July 2017**”

(A) General Policy Statement

Bullying, intentional or unintentional, is not an acceptable form of behaviour. This school will react proactively, in a measured way, to reported or discovered bullying. Our bottom line is protection and support for the victimised. However we will attempt to support the bullying child (or adult) out of such behaviours. We will also work on moving from reaction to bullying to the prevention of bullying.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying behaviour falls into two general types: intentional and unintentional bullying.

(1) Intentional Bullying

This is the willful and conscious desire to hurt or frighten someone else. This can be either a one-off event, or a persistent and ongoing verbal or physical attack, and often both.

Physical: hitting; kicking; pinching; sexual assault; extortion; stealing; hiding belongings.

Verbal: name calling; mockery; insulting; making offensive remarks; sexual innuendo; threatening.

Indirect: A third form of intentional bullying is more indirect (as in cyberbullying) though it has the same motivations, and includes spreading unpleasant stories about someone; exclusion from social groups; being made the subject of malicious rumours; graffiti; defacing of property; display of pornographic, disabilist, homophobic, racist or sexist material.

(2) Unintentional Bullying

This is the most common form of bullying behaviour. It is thoughtless and insensitive behaviour towards others, but there is no intention to harm. However, the person who becomes the target of these behaviours, experiences it as being bullied. The table that makes up **Appendix 1** provides the contrasts between intentional and unintentional bullying.

This school recognises that it is these unintentional bullying behaviours, indicative of a lack of personal emotional health and literacy, which provide the bedrock and atmosphere for all intentional forms of bullying behaviour.

This statement applies to all levels of staff, as much as it does to our children and parents/carers

(B) Strategies

(1) Reaction to Reported or Discovered Bullying

The school has in place a number of strategies. These include:

- Taking seriously, and investigating fully, all reported bullying. The Headteacher is to be informed whenever bullying is identified.
- Setting up support groups for the victimised and, when appropriate, for the bullying child
- Full communication with, and support for, the parents/carers of both bullying and victimised children
- Personal mentoring for the victimised
- Personal mentoring for the bullying child (or adult)
- Appropriate sanctions to help the bullying child (or adult) realise there are consequences to indulging in intentional bullying behaviours

(2) Preventing Bullying

Research has shown that the victimised obviously want the bullying to stop, but also would have liked the bullying never to have started in the first place. In response to this we have created strategies, complimenting the above, intended to work on all aspects of unintentional bullying. All of these strategies focus on the development of emotional health and literacy and include:

- Developing SEAL (social and emotional aspects of learning) as a cornerstone both of the entire curriculum, integrated or otherwise, and of classroom management
- All classes developing and using the “Expect” questions to help create an ethos and atmosphere of mutual support and mutual responsibility
- Developing the “Expect” questions between staff and between staff and parents/carers
- Explaining clearly and repeatedly what we are doing and why
- Encouraging the children’s voices via classroom discussion and the school council

(C) Monitoring and Evaluation

The Headteacher will oversee the monitoring and evaluation of the strategies, and all staff members will be required to contribute. Parents/Carers will also be included via the PTFA. However the key component in deciding if the strategies are working will be the children via the school council. The individual elements of an ongoing, proactive, monitoring and evaluation will include:

- Recording all incidents and the method(s) of resolution. Recording if there is a term on term drop in incidents
- Asking the school council to develop a short questionnaire that can be used for ongoing sampling of views from children
- Asking children, teachers and other classroom staff to note and record supportive behaviours to help discover if there is a term on term increase in such behaviours both inside, and outside, the classroom
- Developing a short questionnaire that can be used to consider anecdotal evidence from children, staff and parents/carers
- Monitoring and supporting teachers in developing and sustaining an emotionally healthy classroom management strategy and style
- An ability to tweak strategies in response to the gathered evidence
- All intentional bullying will be reported to the Governing Body on a termly basis.

Appendix 1

Intentional and Unintentional Bullying

There is a stereotype of the bully as someone mean and nasty. This suggests that bullying is always an intentional act. Unless and until we all recognise in what ways we can unintentionally play the bully, we will not be able to challenge, in the long-term, those behaviours that are designed to hurt another. What follows is a table considering some of the differences between these modes of bullying.

Intentional Bullying

- Is a small part of the bullying background
- Intends to cause harm
- Is usually a sustained attack, though it can be experienced as a one-off, the fear remaining and determining future responses
- Can be physical, psychological, social or verbal
- Is a deliberate expression of personal power
- Is naked aggression
- Provides pleasurable feelings
- Is directed at those who are perceived as weaker
- Lacks any moral considerations
- Provokes a deliberate atmosphere of fear
- Is purely self-seeking
- Is careless of consequences
- Thrives on misery
- Thrives on “having a laugh”
- Thrives on any prejudice or perceived difference - the starting point for identifying a suitable victim
- Thrives on the collusion of others
- Thrives on the non-intervention of bystanders
- Thrives in an overly competitive atmosphere
- Thrives where sensitivity and empathy have no place
- Is careless of the needs of others
- Is careless of the rights of others
- Never apologises

Unintentional Bullying

- Is the most common form of bullying
- Is an activity we all indulge in
- Does not intend to cause harm, but does
- Is thoughtless behaviour
- Is insensitive behaviour
- Lacks ongoing empathy with the needs and feelings of others
- Can be aggressive, but is not considered such by the aggressor
- Is often accompanied by such thoughts as, “I’m doing it in their best interests”
- Is often accompanied by thoughts such as, “I’m doing it in the best interests of the school/company etc.”
- Can be self-seeking but is unaware of consequences
- Does not thrive on the pain of others but rather is unaware of it
- Often thrives on gossip
- Is where we would be shocked at the bullying behaviour of others without being able to relate to our own bullying behaviours
- Thrives on unchallenged “minor “ prejudices
- Is where causing painful embarrassment is confused with “having a laugh”
- Is where you assume you know the reasons why somebody acts in a particular way, and then you respond accordingly
- Apologises without really appreciating the discomfort cause

