

HAZEL WOOD INFANT SCHOOL

A POLICY FOR THE PREVENTION OF BULLYING

(LINKED TO THE BEHAVIOUR POLICY)

MISSION STATEMENT

We at Hazel Wood School will teach children the values, attitudes and skills, which foster mutual respect and caring towards others, creating an effective and caring school. These definitions of bullying are thought-provoking and have stimulated our discussions.

Olweus - 1991

(Meant to be read to children)

"A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil being bullied to defend himself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying".

Olweus - 1987

"A person is bullied when s/he is exposed regularly and over time to negative actions on the part of one or more persons".

Roland - 1989

"Bullying is long-standing violence, physical or psychological, conducted by an individual or group and directed against an individual who is not able to defend himself in the actual situation".

There are **common factors** within these definitions:

- a) deliberately hurtful behaviour
- b) behaviour repeated over a period of time
- c) it is difficult for those being bullied to defend themselves

There are **three main types of bullying**:

- (i) physical - hitting, kicking, taking belongings
- (ii) verbal - name calling, insulting, racist remarks
- (iii) indirect - nasty stories, exclusion from groups

HAZEL WOOD'S POLICY WILL INVOLVE:

1. Positive relationships
2. Children being valued and respected
3. Consideration for others
4. The fostering of a sympathetic approach to others
5. Demonstrating a caring, thoughtful attitude towards others
6. Parents playing an important part in the implementation of the policy and working with our school. Any relevant information will be passed to the Junior School.

AIMS

(Links with Section 22 of the Education (2) Act - 1986)

- To promote self-discipline and a proper regard for authority
- To encourage good behaviour and respect for others
- To secure an acceptable standard of behaviour
- To stop children hurting themselves and others
- To promote the health and safety of the children
- To bring about an atmosphere in which children feel safe (in order that they will feel more likely to discuss bullying).

(Teachers have a duty of care to exercise disciplinary control. If a child injures another child, a teacher takes responsibility if it is shown that the injury occurred as a result of the teacher's failure to maintain order).

PREVENTION

All members of staff at Hazel Wood are aware of the need for a **whole school approach** to the prevention of bullying. Teachers (in particular) but also other members of staff act as role models:

We All:

- share responsibility
- listen to children when they talk about bullying
- lift self-esteem
- aim to be sensitive to the child's needs - both to give privacy and respect
- explain problems - enable everyone to understand these
- respect confidentiality
- act as a supportive friend
- seek specialist help when this is required

IMPLEMENTATION

There will be constant reference to this within the delivery of the curriculum and the day to day life of the school. - There are very close links as to how the "ethos" of the school is developed using the Rights Respects and Responsibilities (RRR) agenda.

Some areas for consideration - through -

- assemblies/collective worship: themes such as friendship, conflict, power, trust, love, sharing etc
- the promotion of a child's self-worth/self-esteem
- the praise of successes and good behaviour
- good communication - school/parents - children/teacher/other/staff
- whole school approach - individual programmes for children
- the teaching of interpersonal social skills e.g. role play, drama
- the use of stimuli - writing, art, music
- good / well-planned supervision at play and lunch breaks
- the identification of "trouble" spots - e.g.
 - lining-up
 - 'free' play

toilets

- class ownership of codes of behaviour - Class Charter, school expectations e
- the rewarding of non-aggressive behaviour eg marbles (ref. to Behaviour Policy)
- "Circle" time - related to friendship/bullying (PSHE)
- Use of the "No Blame Approach" - A group problem-solving process - see Appendix A

GOOD MANAGEMENT OF INCIDENTS

Teacher attitudes are highly influential therefore we need to:

- be available
- make the "victim" feel safe
- avoid embarrassment
- respond
- listen to the child
- encourage better behaviour from the bully and those who bully with him/her
- record incidents
- follow-up and monitor interventions

SANCTIONS

Children who bully know the consequences, however, these consequences will be dependant on individual situations.

- Verbal warning/discussion
- Parents will be invited to discuss the matter with the HT
- Sanctions will be applied as necessary
- In extreme cases children may be excluded for a fixed term from school

SPECIAL EDUCATIONAL NEEDS

Individual programmes of activities will be planned for children who have difficulties in this area.

MONITORING/EVALUATION

1. Success of this policy is monitored by the Headteacher, all staff and the Governing Body

RESOURCES

"If it makes my life easier - Bullying". *Barbara Maines and George Robinson (1994)*

"Anti-bullying guidelines for schools". *HCC (October 1995)*

"Bullying - don't suffer in silence". *DFEE (1994) - File and Video*

"Personal & Social Education - Raising the Issues". *HIASS (Hants 1993)*

"Pupils with Problems" *DFEE (1994)*

Libby Wyatt
September 2009
To be reviewed: Summer 2011

"THE NO BLAME APPROACH"

This approach is now widely used in the UK and abroad. It is effective and does not put the victim at risk. The steps can be summarised.

Step One - interview with the victim

When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not question him about the incidents but she does need to know who was involved.

Step two - convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

Step three - explain the problem

She tells them about the way the victim is feeling and might use a poem, 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

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

Step six - leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step seven - meet them again

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

