

The Buckley & Mynydd Isa Consortium of Schools

A POLICY STATEMENT ON THE PREVENTION OF BULLYING

Definition:

"Bullying is the deliberate intention to repeatedly threaten, frighten, intimidate or hurt someone else."

Within all our schools we believe that every child has the right to enjoy and benefit from all the learning experiences provided. One of the most important aspects of school life is to teach children to work together and to play together within a safe and secure environment. In order to secure such an environment the school must set out to be a listening, caring and telling school. It is important that all children feel secure enough to discuss all their problems with any adult in a position of responsibility. They must feel that their worries and concerns are taken seriously and that appropriate action would be taken.

To this end it is recognised that the school's policy towards bullying is communicated regularly to all staff, including ancillary staff, governors, parents and pupils.

Objectives

1. The school will set out to make it clearly understood that bullying is a totally unacceptable form of behaviour and that the school will react positively and immediately to any reports of bullying behaviour.
2. The children need to understand clearly what is involved - that they should communicate with adults in charge immediately incidents occur. They need to feel secure that they will be listened to, that enquiries will be made and that action will be taken.
3. Everyone in the school needs to be aware of the different types of behaviour which could constitute bullying, from the aggressive, physical bullying to the verbal and to the silent bullying by such means as ignoring or excluding individuals.
4. Staff need to be aware of children who are isolated from others as they are vulnerable to bullying behaviour. Efforts should be made to improve their self-image by, for example, sensitive grouping of children, choosing of teams for games and sport and the choosing of leaders for team events or group activities.
5. Staff need to be constantly aware of areas where bullying behaviour might be displayed.

Care should be taken to monitor these areas for example:

- Clearing classrooms at break and lunch times.
- Monitoring cloakrooms at busy times such as home time.
- Vigilant supervision of the playground.
- Supervision of queues and lines.

Action Taken

If bullying does occur, the following action will be taken:

1. Complaints must be dealt with promptly, by the class teacher, Senior Colleagues or Headteacher. Where a complaint is received during class time the class teacher must take appropriate action. This may involve:
 - a) investigating the incident further, or
 - b) referring the incident to an appropriate colleague.
2. All appropriate staff will be fully informed of the incident and the action taken. Often the fact that bullying has been discovered may lead to it being stopped.
3. Complaints passed on either by children or parents to the Headteacher will be investigated promptly and positively and the class teacher and appropriate staff and parents kept fully informed.
4. Bullies will be brought to task and be made aware of the anti-social nature of their behaviour and to the effect this has on the victim. They will also be expected to apologise to the victim. Opportunities will be offered for the victim to be counselled where appropriate - this may include peer support or alternative follow-up support.
5. Where the bullying is seen to be one factor in a more complex pattern of behaviour, with degrees of guilt on all sides, then a "no blame approach" shall be adopted as a means of dealing with the situation.
6. Punishment will be through the withdrawal of privileges or loss of break/free time. Should bullying behaviour continue after punishment, then further action will be considered. Persistent bullies may find their place at the school at risk.
7. Children should be confident that the school will make every effort to protect them from bullying so any incidents, once reported and dealt with, will be monitored and reviewed. All reported incidents will be dealt with sensitively and in confidence where possible.
8. Parents will be informed if bullying is suspected so that the parents of both victims and bullies are involved, aware of the school's policy and are given the opportunity to re-enforce the school's attempts to alter the behaviour.
9. The school ethos will re-enforce suitable modes of behaviour. Children will be made to understand through stories, class discussions, drama, etc. that bullying is cruel and unacceptable and that everyone in the school, adults and children, has an obligation to behave in an appropriate manner. They will also be constantly reminded of their responsibilities in ensuring the safety, well being and peace of mind of all in school.
10. Our PSHE Policy will also involve pupils in developing good social skills and should highlight the types of behaviour which are appropriate and inappropriate in our school society and in society generally.
11. During school assemblies the pupils are often reminded of the acceptable code of conduct for the school and assembly themes often emphasise the need to respect, tolerate and appreciate others as individuals.

"QUALITY THROUGH PARTNERSHIP"

**Consortium Bwcle / Mynydd Isa
Buckley / Mynydd Isa Consortium**

Consortium of Schools Committed to this Policy

1. Argoed High School
2. Drury Primary School
3. Elfed High School
4. Mountain Lane Primary School
5. Southdown Primary School
6. Westwood Primary School
7. Ysgol Mynydd Isa

Background Information :

Leading to a Shared Understanding of Bullying

1. Bullying takes place in all schools

In any school on average 15% of pupils are engaged in some form of bullying at any one time. (Research carried out in Norway).

9% are victims of bullying
6% are the bullies/aggressors

In a school of 400 pupils this would involve 60 pupils in total.

36 victims
24 bullies

Nationally -	Wales 80,000 pupils -	48,000 victims 32,000 bullies
	UK 1.3 million pupils -	780,000 victims 520,000 bullies

30% of victims of bullying suffer in silence.

The frequency of bullying incidents involving individuals can vary from never/occasionally/1 per week/1 per day/several times per day.

In schools there are a whole range of family backgrounds:

- c) dictatorial parents - you will do as you are told.
- d) Laissez-faire parents - anything goes - no real guidelines or direction for the children.

Children from different homes, when they meet at Nursery/School, behave in play situations and copy/mirror examples usually set at home.

Some become bullies by nature of what they are used to at home.

Some become victims because they are not used to or not prepared for aggressive behaviour.

Some children will not know how to establish relationships.

They are not prepared for certain types of behaviour.

Aggressive children are the same with their peers and with adults.

Aggression does not occur in **isolation**.

The prevention or the reduction in bullying must be an **integral part** in our thinking about discipline.

It is important to be consistent individually and collectively with children with regards to discipline and bullying matters.

We must have a **positive** response to counter bullying in school - we must be **consistent** in the way we approach all situations in school.

Specific Programmes/Policies can actually reduce bullying by 50%

All pupils should have the right to enjoy coming to school and enjoy playtimes.

2. **Why do children bully?**

Some children like to dominate.

Bullying is, in fact, an act of dominating.

They like the unequal power that bullying brings.

It happens when children want their own way.

Some get personal satisfaction from being dominant.

Some like the social status - big/tough/better than.

It is important to remember that people/children who make your life miserable are not your friends.

Children should be told this.

Making negative comments about others is an indirect way of putting yourself above them socially.

3. **Different Forms of Bullying**

VERBAL ABUSE

Verbal abuse has a deep psychological effect on a child and family.

Comments made about the victim, victim's family, victim's ethnic background - culture.

Name calling

PHYSICAL BULLYING

It involves girls as well as boys.

It takes many and varied forms:

- Horse play i.e. teasing by taking something off another pupil
- Pushing in queues
- Damaging property
- Planned deliberate assault

It can have a serious and permanent effect on the victim.

EXTORTION BULLYING

Intimidating, physical violence in order to force the victim to sacrifice/give items/money to the bully. It is worth noting here that bullies are not satisfied with isolated cases of bullying. If they see the victims readily giving them money/gifts they will do it again and again.

EXCLUSION BULLYING

This is a very subtle type of bullying - more usual in girls than boys and can extend out of school. I.e. out of school rivalry/boyfriends, etc.

It humiliates the victims and it is done collectively and in front of others.

GESTURE BULLYING

- The look that can frighten a victim
- The pointed finger
- The snarl

Gestures are usually linked to previous events, i.e. they have histories linked to them.

OTHER FORMS OF BULLYING

- a) spreading rumours/gossip about other children
- b) Hiding other children's things deliberately

4. How do Children React? Are they Passive Bullies?

The onlookers/friends of bullies or supporters of bullies.

In a confrontational situation the onlookers are either:

- a) supporters of the bully - they shout/jeer/encourage.
- b) or passive spectators - they watch and do nothing. (Turning away is in fact promoting bullying).

It is necessary for **all** pupils to realise that if they are not part of the solution then they are part of the problem. 85% are passive spectators - they do not get involved/ they do not want to intervene.

If not - why not?

- a) too frightened
- b) I didn't know what to do

We should give the silent majority the power to assert themselves and say 'No' and this will only occur if we give them the climate and confidence to do this.

Our Consortium policy on The Prevention of Bullying, hopefully, will prevent and counter the bullying trends in society.

DEFINITIONS OF BULLYING

What do we understand by the term 'Bullying'?

The word 'bully' has changed in meaning over the years. Many years ago your 'bully' was a best mate or buddy and can be found used in this way in sea shanties and folk songs in particular from Cornwall. Years later the term was used to describe the gangs of hired thugs who worked as pressgangs gathering 'volunteers' for daring and dangerous sea voyages.

"Since then it has changed again to mean: the repeated or prolonged infliction of one child's will or domination of one child by another. This may equally be applied to adult to child or child to adult - it is also reasonable to assume that adult to adult behaviour of this sort could be construed as bullying too."

This is not a statutory definition as presently one does not exist.

Other Definitions:

"Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their gain or gratification." (V.E. Besag 1989)

"Bullying is a form of aggressive behaviour which is usually hurtful and deliberate; it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate." (Sharp and Sharp 1994 - Tackling Bullying in your school, London, Routledge).
DFES - Bullying - "Don't Suffer In Silence"/W.A. Guidance Circular 23/2003 -- Respecting Others

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

"Bullying can be verbal, physical or emotional by one person or more. There is a need to recognise the difference between bullying and bossiness and bullying and boisterous behaviour. Bullying is a persistent, willful conscious desire to hurt another or put him/her under stress." (*Tattum & Lane 1988*)

"Bullying is longstanding violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend himself in the actual situation." (*Roland 1988*)

Truth

Sticks and stones may break your bones,
but words can also hurt me.
Stones and sticks break only skin,
while words are ghosts that haunt me.

Slant and curved the word-swords fall
to pierce and stick inside me.
Bats and bricks may ache through bones,
but words can mortify me.

Pain from words has left its scar
on mind and heart that's tender.
Cuts and bruises now have healed;
it's words that I remember.

Barrie Wade