



WOHL ILFORD JEWISH PRIMARY SCHOOL

ANTI BULLYING POLICY

Reviewed: January 2017

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Signature of Headteacher:



WOHL ILFORD JEWISH PRIMARY SCHOOL ANTI-BULLYING POLICY

DEFINITION OF BULLYING

Bullying is persistent and prolonged aggressive or other anti-social behaviour¹ by one or more individuals which can be of a verbal, physical or psychological nature. It results in a "victim" feeling increasingly distressed, vulnerable or insecure and unable to break the cycle.

SCHOOL PHILOSOPHY

At WIJPS, we believe that each member of the school community, whether child or adult, is entitled to be treated with respect as an individual, whatever his/her ability, age, gender, race or sexuality. Every individual must take responsibility for his/her behaviour to ensure the right of the entire school community to feel happy, secure, confident and valued.

Bullying - verbal, written and physical - whether by a child or an adult, is considered to be anti-social behaviour and will not be tolerated in any form at WIJPS. Written bullying also covers forms of communication such as text messaging, emails etc

We will listen to and take seriously, every accusation of bullying.

At WIJPS, our approach to bullying involves an understanding of the following:

- Bullying happens in all walks of school life - pupil/pupil, pupil/adult, adult/adult.
- Bullying should be distinguished from random acts of aggression - they are not the same.
- Punishment generally does not work for the bully and often heightens the plight of the "victim" as the bully then blames the "victim" for the trouble that has been caused and increases the intensity of the bullying.

PRINCIPLES OF PRACTICE

Every allegation of bullying that is reported, or where bullying is suspected, will be investigated according to the guidelines laid down in the policy and appropriate action will be taken.

¹ See Appendix 1 – Understanding Bullying

Pupils and parents must be confident that there will be a clear response to bullying when it happens.

Our emphasis at WIJPS is on the prevention of bullying and the school curriculum includes social skills training within its PSHCE schemes of work, which acknowledges that, however undesirable, bullying occurs in school life. The scheme of work allows for discussion about bullying and suggests strategies for tackling it.

Members of staff with responsibility for PSHCE monitor the scheme of work and ensure that there is continuity in the curriculum to raise awareness of what bullying is and develop the pupil's understanding and management of bullying².

Through the curriculum, staff empower pupils to talk about incidents of bullying, take part in role play to help develop coping strategies and, not only overcome the tradition of "not telling" for fear of possible further bullying, but positively encourage pupils to report any incidents of bullying.

Staff are expected to act as positive role models for pupils and make a positive difference by intervening in a constructive manner according to the principles of the No Blame Approach to Bullying.

THE WIJPS APPROACH TO BULLYING

The school primarily takes a No Blame Approach to the management of bullying. It is also recognised that staff must have at hand a range of strategies, as one specific strategy will not necessarily work in all situations.

The No Blame Approach to Bullying is a non-punitive approach which addresses issues of empathy and reinforces our belief that pupils should take responsibility for their behaviour, understand consequences of their actions and take positive steps to make amends for their actions. The No Blame Approach to Bullying provides a structure which is supportive to the "victim", the bully and the bystanders who collude with the bully by laughing or ignoring the situation.

The No Blame Approach can help to stop bullying. This approach may not be appropriate when dealing with pupils with identified behavioural or emotional difficulties. A behaviour plan will be tailored to the needs of these pupils.

² See Appendix 2 – Informal Approach to the Management of Bullying

THE NO BLAME APPROACH TO BULLYING

The No Blame Approach to Bullying³ is an eight-staged approach and involves the following steps:

1. Interview with the victim
2. Meeting with the people involved
3. Explanation of the problem
4. Sharing of responsibility
5. Group providing ideas for managing the situation
6. Leaving them for a week to put their ideas (that they have committed to) into practice
7. Meeting again one week later and subsequently to discuss how it is going
8. Frequent, subsequent checks to ensure that the situation has not recurred.

MONITORING

In the event that the situation is improving, the member of staff managing the situation should continue to check informally on both the "victim" and the bully on a regular basis - weekly for the first month and then fortnightly, the checks decreasing gradually until everyone involved is sure that the situation is resolved.

In the event that the bullying continues, the Anti-Bullying Policy begins to work in conjunction with the Behaviour Policy of the school.

The bully should be made aware of the unacceptable nature of the behaviour. It should be made clear that they have been given an opportunity to change, through the No Blame Approach. The pupil should be informed that a letter will be sent to his/her parents, informing them of the situation and inviting them to make an appointment to discuss the situation. The pupil and the parents should then be advised that the situation is being monitored further and may result in exclusion if the behaviour continues or is repeated.

RECORD KEEPING

Clear, explicit and dated notes should be made for serious incidents or for pupils persistently involved in bullying. These notes should be kept on the pupil's file and a decision will be made by the Headteacher about whether or not to remove these notes before the pupil's transfer to secondary school.

³ See Appendix 3 – The No Blame Approach to Bullying

Pupils can help by:

- Recognising the rights of all pupils to be physically safe.
- Recognising the rights of all pupils to be free from insults, name calling and teasing.
- Accepting their responsibility by behaving in an appropriate manner.
- Including peers in play - not excluding them in play.
- Considering how they might feel if the situation was reversed.
- Speaking to an adult in school immediately if they witness any aggressive or other anti-social behaviour.

Staff can help by:

- Listening to pupils and colleagues at all times
- By being positive role models
- By providing a safe, supportive atmosphere for the victim
- By treating pupils and colleagues with respect and sensitivity
- By using the curriculum to help pupils understand the effect of their actions on themselves and others.
- Ensuring that pupils know that reports of bullying will be taken seriously
- Monitoring incidents of bullying to establish whether the incidents are being dealt with effectively.
- Supporting pupils who feel the need to report incidences.

WORKING WITH PARENTS

Adults can help by:

- Acting as positive role models for everyone.
- Supporting the school in the No Blame Approach.
- Contacting the school if they have concerns about bullying and trusting that the school will take their concern seriously.
- Understanding that the No Blame Approach takes time to work through and will not produce an instant change.
- Avoiding immediate punishment. This causes resentment and often makes the situation worse for the victim who is blamed for the punishment.
- By understanding that boisterous behaviour is a part of growing up and is not the same as bullying.
- Not approaching other parents or children in the playground in order to support one's own child.
- Giving their children clear guidelines as to what language is acceptable to use for email/text.
- In the first instance, contacting the school if they believe that their child is being bullied through the use of text messaging/email.

See appendix 4 for further information on "Cyberbullying".

APPENDIX 1

UNDERSTANDING BULLYING

Bullying includes:

- Physical violence
- Intimidation or harassment
- Malicious gossip
- Damage to personal property and work
- Extortion
- Teasing
- Name calling
- Isolation/exclusion
- Incitement to any of the above
- Collusion with any of the above

These would all be considered unacceptable when committed verbally or electronically eg text messaging/email.

WHAT SHOULD ALERT US TO BULLYING

1. It is possible that a pupil might come to a teacher and make an allegation that another pupil is bullying him/her. This may be an oral report or it may be written in a diary or another book for an adult to see.
2. It may be that a pupil comes to a teacher and makes an allegation about a case of bullying that he/she has observed.
3. A parent may report to the school that their child has made an allegation of bullying against another child or that their child has observed bullying taking place.
4. It may be that the teacher or another adult suspects that a pupil is being bullied. This might be because a child is displaying symptoms which have caused some concern.
5. Inappropriate emails/text messaging.

All of the above will always be treated seriously and investigated by the class teacher who may, at a later stage, decide that it needs to be taken to a higher authority (Phase Group Lead, Inclusion Lead, Deputy Headteacher or Headteacher) in the school. For text messaging/emailing out of school time, parents would need to contact the police.

SYMPTOMS, OTHER THAN A REPORT, WHICH ALERT AN ADULT THAT BULLYING IS HAPPENING

Some pupils do not feel able to report directly that they are being bullied. Often this is because of threats made by the bully. Everyone should be alert to changes in behaviour which may be signs that bullying is taking place.

WHAT DO WE EXPECT TO SEE IN A CHILD WHO IS BEING BULLIED? (WHAT SYMPTOMS **MIGHT** WE NOTICE THAT MIGHT ALERT US?)

- Changes in work or behaviour
- Withdrawal/isolation
- General unhappiness/anxiety/fear
- Sticking to teacher/reluctance to go out
- Asking to go to medical room from playground or before playtime
- Younger pupils may wet themselves
- School avoidance
- Aggression
- Not coping with criticism
- School phobia - parents accompany to school
- Change of route to school (walking or biking)/different drop off point
- Torn clothes at end of day/books missing/hungry
- Nightmares
- Crying to sleep
- Refusing to talk about problems

Why do people bully:

- Response to something happening to them (victim of violence or bullying by others)/mimicking behaviour seen at home.
- To gain power
- To be one of a crowd
- So it doesn't happen to you
- Response to negative feelings about self/low -esteem
- Ignorance of other cultures (racist)
- Not understanding the feelings of differences of others
- An escalation of teasing, which becomes habit

How to recognise the difference between bullying and bossiness/boisterous behaviour:

Bullying	Bossiness/Boisterous behaviour
Focussed on younger or more timid children - increasing reliance on threat and force	Bossing whoever happens to be around
Wilful conscious desire to hurt, threaten and frighten - either physical, verbal or electronically.	Immature social skills
Play spoils other children's activities, and shows violence and hostility.	More natural - uncontrolled. Not vindictive, high spirits - not unfriendly
Rough intimidating behaviour	One-off arguments or incidents
Repeated name calling which becomes distressing for the victim	One-off name calling

APPENDIX 2

INFORMAL APPROACH TO THE MANAGEMENT OF BULLYING

1. Stress to other pupils that watching and doing nothing is supporting the bully
2. Teach pupils to use positive peer group pressure to support victim and to disempower bully and help children see the other point of view.
3. Be aware and tackle racist, sexist or other discriminatory/insulting language.
4. Support the victim and the bully. The victim needs self-esteem and self-value. The bully needs to work with others. (Don't bully the bully)
5. Reward non-aggressive behaviour - catch pupils being supportive to other pupils.
6. Follow up action to support victim and to ensure that there is no recurrence of bullying.

APPENDIX 3

THE NO BLAME APPROACH TO BULLYING

Step 1 - Meeting the victim

Following on from a report of bullying, the teacher talks to the victim about the way that he/she is feeling. There is no direct questioning about the actual incident but it is important to find out at this stage exactly who was involved. This includes the bully and those who are in collusion:

1. **The follower** - the pupil who joins in with the ringleader
2. **The reinforcer** - the pupil who laughs and encourages the situation
3. **The outsider/bystander** - the pupil who ignores the situation and stands and watches
4. **The defender** - the pupil who tries to defend the victim.

The victim may be asked to write a description of how he/she feels or to draw a picture or to write a poem. Permission will then be asked to read or show this to the pupils involved to help them understand the distress that they are causing.

The victim is told that the teacher will be meeting with those pupils involved in the bullying.

An arrangement is made to meet the victim again after about one week.

Step 2 - Convening a meeting with those involved.

The teacher arranges to meet with a group of pupils who have been involved in bullying. This includes those named above but does not include the victim. There should be about 6 - 8 pupils in the group.

Step 3 - Explanation of the problem

The teacher talks about the way the victim is currently feeling. If the victim has produced some writing or a picture, this is used to emphasise his/her distress. The talk focuses around the feelings of the victim but at no time alludes to any incident or allocates any blame to anyone.

Step 4 - Sharing the responsibility

Without attributing blame, the teacher states that he/she knows that the group is responsible and that they can do something about it.

Step 5 - Accepting responsibility and problem solving ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher responds in a positive manner but does not ask for promises of improved behaviour.

Step 6 - Leaving it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem by acting on their suggestions. An arrangement is made to meet again after about one week to see how things are going.

Step 7 - Meeting again

About a week later the teacher discusses with the group (defined in step 2) and then with the victim, how things have been going.

Step 8 - Continued monitoring

The teacher checks informally, on how things are. This may be just an informal "Is everything OK?" as the teacher passes the pupils in a corridor. The pupils are kept involved in the process and the situation is monitored.

APPENDIX 4

How mobile phone operators are combating cyberbullying

Responsible mobile phone operators are taking steps to help tackle cyberbullying. Each phone operator should have a number to ring to report phone bullying, for example:

- ◆ Tesco Mobile has a 24 hour service for young people being cyberbullied. Just text "bully" to 60000 to receive advice and support. The cost of texts is donated to NCH.
- ◆ BT has a freephone number offering recorded advice - 0800 666 700. You can also call free on 150 for personal advice. If the problem continues, contact your nearest BT bureau on 0900 661 441 during office hours. They deal with malicious and nuisance calls and may suggest tracing future calls or changing your number.
- ◆ The specially trained team at 02's Nuisance Call Bureau can be contacted by email at ncb@02.com or by calling the Customer Service Department on 0870 5214 000.
- ◆ Vodafone has a RespondPlus Service, where an operator will answer calls.

USEFUL LINKS

www.dfes.gov.uk/bullying

www.parentcentre.gov.uk

www.childnet-int.org.uk or call 0207 639 6967

www.chatdanger.com

www.kidsmart.org.uk

www.bbc.co.uk/cbbc/help/safesurf

www.bbc.co.uk/schools

www.kidsmart.org.uk/pupils

www.stopcyberbullying.org

**Wohl Ilford Jewish Primary School
RECORD OF BULLYING INCIDENT**

School Year

Name of Victim: Gender: Male Female	Class:	Date of Incident:
Perpetrator(s): Gender: Male Female	Class:	Time:
Witness(es): 	Class:	Date form completed:
		Incident Reported by:
Location:	Form completed by:	
Nature of Incident: Physical, Social, Written, Verbal, Cyber, Property, Other	Motivation: Appearance, Disability, Race, Religion, EAL, Gender, Other	

Details of Incident:

Action Taken:

Follow Up Required:

Information Passed [as appropriate] to:	Please tick.
Class teacher	
Miss Faldo/Mr Mallach/Mr Pearlman/Mrs Flashman/Deputy Headteacher/Inclusion Lead	
Headteacher	
Victim's parents	
Perpetrator's parents	
Any other agency involved e.g. Outreach, Police Liaison	