



## DISCIPLINE AND ANTI-BULLYING

### Archibald First School

#### RATIONALE

Communities are most effective when their members have high esteem and respect for each other. This encourages the development of self-discipline, enabling children to become responsible members of society. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

#### AIMS

- To take action to prevent bullying behaviours in school.
- To develop whole school approaches to children who exhibit bullying behaviours.
- To be seen to be dealing with bullying and communicate the school's policy to children, staff and parents.
- To support victims of bullying incidents.

#### GUIDELINES

- We will inform parents and children about the school's attitude towards, and policy for dealing with, bullying behaviours.
- To help prevent bullying, the school's attitude to unacceptable behaviours will be incorporated into the curriculum through PHSCE materials and regular class discussions, through using role play, reading appropriate stories, teaching co-operative games the children can play during break, and encouraging co-operative activities in the classroom.
- The Attendance and Welfare panel will hold monthly meetings to review individual children who exhibit bullying behaviours and those who have been victims of such behaviours.
- The strategies used for dealing with these children will also be reviewed with regard to:
  - a. their effectiveness in controlling bullying behaviours.
  - b. supporting and providing strategies for victims to deal with children who bully.
- All teachers will ensure that they praise non-aggressive behaviours.
- The lunchtime supervisory staff will be involved in determining and implementing suitable strategies for dealing with individual children who exhibit bullying behaviours.
- Adequate supervision of the children during break and lunch time will be provided to ensure all areas of the playground are covered.
- When dealing with a bullying incident we will always:
  - a. endeavour to remain calm.
  - b. take immediate action to stop further bullying occurring, show our disapproval of bullying behaviour and support the victim.
  - c. record the incident and report to parents.

Further action will be taken as appropriate. This will be based on strategies developed for dealing with individual children during termly reviews. Any action taken will be reported

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to the child's class teacher.

- Any serious, or recurring, bullying behaviours will be reported to the Head Teacher, and communicated to the parents of the children involved.
- Exclusion from school will be used as a final resort when all other channels have been followed including intervention by EWO, BSS. or E.P.S.

### TOWARDS A DEFINITION OF BULLYING

Bullying is the wilful, systematic, conscious desire to hurt or threaten or frighten someone else. It may involve intimidation; exclusion; it may be physical, verbal or expressed in body language; it may have to do with the manipulation of others; it is constant; IT IS ABOUT ILLEGITIMATE POWER. All bullying is aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying.

ANY BEHAVIOUR WHICH IS THE ILLEGITIMATE USE OF POWER IN ORDER TO HURT OTHERS IS BULLYING BEHAVIOUR.

### TOWARDS IDENTIFYING BULLYING

They may:

- achieve less academically.
- achieve as well as, if not better, than their peers.
- be unpopular or insecure.
- be quite secure and happy.
- be boys.
- be girls

All bullies have something in common:

- They tend to have assertive, aggressive attitudes over which they exercise little control.
- They tend to lack sympathy; they cannot imagine what the victim feels.
- They tend to lack guilt; they rationalise that the victim somehow "deserves" the bullying treatment.

Beware not to dismiss what may be bullying behaviour as bossiness, leadership or natural competition.

### TOWARDS RECOGNISING VICTIMS

Bullies pick on vulnerable children. They may be:

- new to the school
- of different appearance, speech or background from others.
- suffer from low self-esteem (could this be as a result of bullying?).

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- demonstrate “entertaining” reactions when bullied e.g. tantrums, loss of control
- more nervous or anxious.

These are only possibilities.

### ACTION AGAINST BULLYING

Immediate response.

- a. Remain calm, you are in charge. Reacting emotionally may add to the bully’s fun and give them full control of the situation.
- b. Take the incident or report seriously.
- c. Take action as quickly as possible.
- d. Think hard about whether your action needs to be private or public, who are the pupils involved?
- e. Reassure the victim(s), don’t make them feel inadequate or foolish.
- f. Offer concrete help, advice and support to the victim(s).
- g. Make it plain to the bully that you disapprove.
- h. Encourage the bully to see the victim’s point of view.
- i. Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it’s all right to bully if you have the power.
- j. Explain clearly the punishment and why it is being given.

### AVOID

- a. Being over protective.
- b. Assuming the bully is all bad; try to look objectively at the behaviour, with the bully.
- c. Keeping the whole incident secret because you have dealt with it.
- d. Trying to hide the incident from the parents of the victim or the bully.
- e. Calling in the parents without having a constructive plan to offer either side.

### DO

- a. Get to know all the children.
- b. Give a positive message to victim, bully and witnesses with regard to the school’s attitude towards bullying behaviours.
- c. Encourage witnesses and victims to speak out.
- d. Encourage the victim to help him/herself.

Silence and secrecy undermine the authority of the school and affirm the power of the bully. This can be fought through open discussion of bullying and the implementation of an agreed policy.

Other preventative measures include:

- Knowing the children and the school and likely places where bullying may occur.
- Using PSHCE sessions and materials – drama role play to encourage empathy; use stories with an appropriate message. Bullying is a repeated focus throughout the

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school through PSHCE materials and scheme of work.

- Promote a caring ethos which gives children access to help and support either through adults, bubble time, issues boxes, posters and helplines
- Involve children in co-operative work; praise non-aggressive behaviours; discussions on bullying behaviours.
- Communicate to pupils and parents the school's views on bullying and bullies and that the school acts to prevent bullying.

### **Monitoring and Review**

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the Discipline – Anti bullying Policy regularly. The policy will be formally reviewed every 3 years by the Leadership Support Committee.

**Date of last review: Summer 2017**

**Date of next review: Autumn 2020**