



Preventing and Tackling Bullying Policy

Aims

King's Infant School, Chamartin (KIS) aims to provide a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

The aims of this policy are to:

- Prevent bullying and maintain and promote a positive environment where all pupils can thrive and be happy
- Comply with the School's obligations under the Equality Act 2010
- Foster positive attitudes towards individuals who are disabled and towards religious, cultural or ethnic groups in and outside the School community

In order to support this, the *Preventing and Tackling Bullying Policy* aims to ensure that all pupils are free to thrive and enjoy their time at the School without the fear of being bullied or opportunities to bully others. Equally important is that pupils:

- (a) Know where to get help if they feel they are at risk of bullying
- (b) Are aware of School procedures and have confidence to use them

The School is committed to maintaining and promoting good behaviour. Bullying of any kind is unacceptable and will be dealt with in accordance with this policy.

We are a *Telling* school, we ALL encourage pupils to share when there is a problem.

This means that *anyone* who knows that bullying is happening is expected to tell the staff. This policy covers all bullying (inside and outside of school) of which the School is aware including when the pupil is off school premises under the lawful control of school staff.

This policy applies to the whole school and was drawn up in light of the Department for Education's guidance on bullying and may be reviewed in light of any substituting or amending guidance as issued from time to time.

This policy should be read in conjunction with other school policies such as the school's Behaviour Policy and Safeguarding Policy



Objectives

In order to fulfil these aims, the School:

- Ensures that the whole community of parents, pupils and staff understand what bullying is, recognise the signs and are aware of the procedures to follow if they have concerns.
- Equips pupils with strategies which enable them to respond quickly to actual or perceived bullying behaviour towards themselves or others.
- Reinforces the anti-bullying message with pupils across the School and curriculum.
- Reinforces the anti-bullying message with parents through regular formal parent
- Communications, informal communications which reinforce the School's aims and quick response to concerns as they are aired.
- Reinforces the anti-bullying message with the whole staff community through regular, general and specific INSET, staff meetings and individual communications between staff members. (See appendix 2 for guidance for teachers).
- Provides support for those who are the victims of bullying and those who are perpetrating bullying behaviours.
- Provides Peer Mentors in the School to support those who are the victims of bullying in tandem with other adult support services.
- Ensures that all pupils understand the School's Behaviour Policy and the sanctions which may be put in place in response to substantiated incidences of bullying.

What is bullying?

The School does not tolerate any form of bullying. All members of the School community have a responsibility to stop bullying by making it unacceptable for anybody to be a bully.

Bullying can take a wide range of forms, but anything which is done to another person which is meant to hurt them or embarrass them, either by an individual or as part of a group, may be considered to be bullying.

Bullying can be behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally and is can be motivated by prejudice against certain groups, for example, on the grounds of race, homophobia, special educational needs, or because a child is adopted or is a



carer .It may be motivated by actual or perceived differences between children. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence (and a civil wrong) which could have repercussions outside of school (for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986).

If school staff feel that an offence may have been committed they should seek assistance from the Police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Some of the different types of bullying recognised by the School include, but are not limited to:

- Emotional (being unfriendly, threatening looks/gestures, tormenting such as hiding belongings)
- Physical (pushing, hitting, shoving or any form of physical violence)
- Verbal (name calling, sarcasm, spreading rumours)
- Sexual and sexist (unwanted physical contact or sexually abusive comments or those which are sexist)
- Cyber (all forms of abuse involving the internet, sexting, social websites, chat rooms, mobile phones, email, text messages, photographs etc)
- Exclusion (deliberately ignoring and refusing to allow someone to join in)
- Interference with possessions (hiding, stealing and destroying belongings)
- Racial (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived racial differences)
- Religious (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived religious differences)
- Cultural (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived cultural differences)
- On the basis of special educational needs and/ or disability (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived differences in terms of their special educational needs and/ or disability)



- Homophobic/Transphobic (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived differences in sexuality)

The School is aware that some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs and/or disabilities, those with caring responsibilities, or those going through a personal crisis or suffering a health problem.

All forms of bullying can cause physical and emotional harm (and cause psychological damage).

What is Cyber-bullying?

Cyberbullying is bullying which occurs by the use of electronic media such as mobile phones, cameras, email, and the internet. This could include any of the following:

- Bullying by texts or messages or calls on mobile phones
- Use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites
- Hi-jacking email or other online accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat-rooms or other online

It is recognised that in the case of cyber bullying, the victim and aggressor may not be on the School premises at the time when the incidents occur. Cyber-bullying can therefore be more intrusive than other forms of bullying because it can occur 24 hours a day, 7 days a week and may be almost impossible for a victim to escape. The School recognises its responsibility to help address this will take action to help prevent incidents of the Equal Opportunities Policy cyber-bullying, which may include consultation with the IT Manager and external agencies where appropriate. For example, perpetrators are rarely totally anonymous online and it is possible for the service provider (Mobile Phone Company, website owner or internet provider) to track the source.

The School educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, through PSHE, in ICT lessons tutorial sessions and assemblies, continue to inform and educate its pupils of the importance of online safety and the seriousness of cyber-bullying.

Peer on Peer Abuse

If the disclosure involves another pupil when there is cause to suspect that a child is suffering or likely to suffer significant harm then the procedure outlined above must be followed referring to local agencies.



All pupils whether perpetrator or victim are treated as being “at risk”.

Abuse by pupils in the School may be physical, sexual or emotional and may occur through technology such as mobile phones and computers.

There will be a need to distinguish between actions that can be dealt with through normal disciplinary channels and those that constitute potential abuse where involvement of other statutory agencies is required. In the case of abuse by a pupil, or group of pupils, the key issues which identify the problem as abuse (rather than an isolated instance of bullying or ‘experimentation’, which might be considered within normal bounds in the School community) are:

- The frequency, nature or severity of incidents
- Whether the victim was coerced by physical force, fear, or by a pupil or group of pupils having power or authority over him or her
- Whether the incident involved potentially criminal act and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

The school’s Rewards and Sanctions policy and Child Protection Policy may be referred to when dealing with peer on peer abuse (including sexting) alongside the Safeguarding procedures. Victims will be supported through the use of a trusted member of staff named by the child.

The School also recognises its Prevent Duty responsibilities and to have due regard to the need to prevent people from being drawn into terrorism. The School will help equip pupils to stay safe online from terrorist and extremist material , both in school and outside,by embedding online safety into the School’s ICT curriculum and PSHE.

The School trains its staff to respond effectively to reports of cyber-bullying or harassment and to be alert to risks of radicalisation and has systems in place to respond to it. The School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet on the School’s designated IT/computer facilities, or in any other location within the School which may from time to time be used for such work, without a member of staff’s permission. Where appropriate and responsible, the School audits ICT communications and regularly reviews the security arrangements in place

The School will work with parents to ensure that all pupils are aware of the serious consequences of cyber-bullying. The School informs parents of the cyber-bullying policy and the procedures in place to deal with cyber-bullying. Parents are expected to help their child understand this Anti-Bullying Policy and the seriousness of cyber-bullying and importance of online safety. If parents believe their child is the victim



or perpetrator of cyber-bullying, they should save the offending material and contact the Head as soon as possible.

All members of the School community are aware they have a duty to bring to the attention of the Deputy Head, any incidents of cyber-bullying or harassment they know about or suspect, in accordance with the procedure set out below at paragraph.

Individuals will be held personally responsible for all material they have placed on a website and for all material that appears on a website of which they are the account holder. Misconduct of this kind while away from School may give rise to disciplinary action if the welfare of others or the culture or reputation of the School is placed at risk.

The School routinely monitors use of the internet and email for abuse, and reserves the right to examine mobile phones, laptops or other devices where there is good reason to do so, and may delete inappropriate content.

Pupils, parents and staff should also refer to the School's ICT Policy and Pupils' ICT Acceptable Use Policy for further information and details specifically on management of cyber bullying. It includes legal powers that relate more directly to cyber-bullying; it outlines the power of head teachers to regulate the conduct of pupils when they are off site and provides a defence in relation to the confiscation of mobile phones and other items. It is also recognised that 'bystanders' can easily become perpetrators –by passing on or showing to others images designed to humiliate, for example or by taking part in online polls or discussions.

Although bullying is not a specific criminal offence, a number of criminal offences may be committed in the course of cyber-bullying. The School will work with external agencies, such as the Police, where criminal acts are suspected. There are also laws which apply to harassment, discriminatory or threatening behaviour, particularly when it relates to a protected characteristic under the Equality Act (which include race, religion, colour, ethnicity, gender, sexual orientation, gender identity, disability, age, pregnancy and sexual orientation).

Signs of bullying

Bullying can cause serious psychological damage and even suicide. A pupil who is being bullied may display some of the following signs:

- Avoids coming to school, or avoids attending specific lessons or going into specific areas of the school
- changes to their usual routine with no apparent reason
- Becomes more withdrawn or anxious than previously
- Begins stammering
- Threatens to run away or runs away



- Threatens suicide
- Begins to perform poorly at school
- Frequently has missing or damaged possessions
- Is always asking for extra money or never has money
- Has unexplained injuries
- Becomes aggressive, disruptive or unreasonable
- Begins to bully others
- Stops eating or attending meals
- Is afraid to use the internet or a mobile phone
- Becomes nervous when a message is received
- Is reluctant to discuss reasons for any of the above

Prevention of Bullying

Whilst accepting that incidents of bullying can never be eradicated, the School aims to prevent bullying by establishing a culture in which bullying is not tolerated and where it is seen as the responsibility of all members of the School community to report any instances of bullying.

There are a range of avenues where pupils can raise general issues of concern. All pupils are encouraged to speak with a member of staff immediately if they feel bullying is occurring, either as a victim, witness or perpetrator,

The curriculum is used as a vital means of teaching pupils how to manage feelings that might lead to bullying and specific issues are addressed in PSHE, tutorial sessions and Assemblies We will take positive action to prevent bullying within PSHE, SEAL (see Appendix 1 for relevant learning intentions) and exploit opportunities within other curriculum areas. The school has a Random Acts of Kindness (RAK) Week which actively seeks to encourage positive attitudes and kindness at school. The school also has an annual Anti-Bullying Week.

All pupils should be made aware of what the sanctions are for bullying, including exclusion in cases of severe and/or persistent bullying, in accordance with the School's Exclusions Policy.

Pupil's guide to how to respond if you feel you may be being bullied.

There is no 'right or wrong' way to deal with a situation in which you feel you are being bullied. You should not feel bad if you do not feel able to act at all. However, the following steps should help:

- (a) Walk away quickly and confidently, even if you don't feel that way inside



- (b) There is lots of support available to you. Discuss the problem with your friends, a peer listener, tell a member of staff or ask your friends to tell a member of staff on your behalf. It doesn't matter who you talk to, as long as you talk to someone that you trust.
- (c) If you feel confident enough or you feel like the behaviour may not be intended, communicate to the person that their words/actions are upsetting and are not wanted and ask them to stop. They may not be intending to upset you.
- (d) If bullying occurs via social networking sites or mobile technologies, copies should be printed and given to or information forwarded electronically to a member of staff.
- (e) If you do not want to talk to an adult in school or a member of your family, you can talk to the school's independent listener:

Pupil's guide to how to respond if you think someone else is being bullied and how to prevent bullying

We all have a responsibility towards each other. If you witness something or someone tells you something that makes you believe another pupil may be being bullied.

If you see an incident occurring and it is safe to do so, fetch help.

If you cannot fetch help or you have heard something that gives you concern, talk to a peer mentor, a teacher or another adult you trust as soon as you can.

Give support to others who feel they may be bullied.

If someone tells you that a comment or behaviour you have made has upset them, apologise and make sure the person is aware that you did not intend to upset or hurt them.

If someone you know is behaving differently or demonstrating any of the potential signs of bullying above, tell a teacher, even if you are not sure if such behaviour amounts to bullying behaviour

Parents' guide to bullying behaviours

Parental Involvement

We actively encourage parents and guardians to support us in preventing bullying within the School

Parents along with peers will probably be the first to hear of a bullying incident or notice a change in a pupil's behaviours or moods.

Whenever a serious case of bullying is uncovered the parents or guardian of both the victim and the bully would normally be informed either in writing or by personal contact.



If you are concerned your child is being bullied

Parents should contact their child's Tutor if they know or suspect that their child or another pupil is being bullied, even if there is no tangible evidence.

If parents believe their child is being bullied by a member of staff they should contact the Deputy Head.

If a pupil confides in their parents, parents are encouraged to reassure the pupil and stay calm and supportive towards them.

If a pupil is willing or able to give details, any of the information below is helpful to note down to support the School taking action:

- Who was involved?
- Where did it take place, when and how often?
- Why did it take place?
- What form did the bullying take?

If you are concerned your child may be bullying someone

At times all young people behave inappropriately and it is important that parents work with their child and the School to address any bullying behaviour and help modify the patterns of behaviour which are causing a pupil to bully. It is helpful to recognise some of the reasons why pupils behave in this way from time to time:

- They are not aware of how hurtful it is
- They are copying the behaviour of people they admire
- They are seeking to feel powerful because of low self esteem
- They have a temporary difficulty integrating in their peer group
- They are bullying others because of encouragement from friends
- They are going through a difficult time personally and need help

If parents are concerned that their child might be acting inappropriately, the best way to help them overcome this issue is to address it. Some suggestions may be:

- Talk with them and help them to understand that what they are doing is unacceptable as it is likely to be making others unhappy
- Try and explore why their child might be behaving this way and how they could change their behaviour or seek support from a teacher or adult to address any underlying concerns they have.



- Liaise with the School so that both the School and parents can explore together where the School can support the pupil and provide help and guidance if appropriate, as well as ensuring other pupils affected are supported
- Make time to have regular chats about how things are going at school

Staff Involvement

The School will provide training or staff so that they are aware of the risk and indications of child abuse and bullying including awareness of particular vulnerabilities of some bullying; how to deal with such cases; the sources of support available to them for managing incidents of bullying; how everyone can work together to help prevent incidents of bullying; and how to prevent incidents from re-occurring

Staff will also receive training on the signs and indicators of bullying which include, for example, distress in pupils, deterioration of work, spurious illness, unwillingness to come to school, isolation, and the desire to remain with adults.

Preventative Measures and Intervention

The School aims to create a caring, supportive ethos through its pastoral care programme, teaching and assemblies. Pupils are encouraged to hold and promote positive attitudes and to raise any concerns relating to bullying behaviour. All members of the School community have a responsibility to understand the principles and purpose of this policy and to ensure that no -one is subject to bullying.

While the School will apply disciplinary measures to pupils who bully, consideration will also be had to the nature and level of any support needed for the bully and victim. Supportive measures may include [mentoring from a teacher or tutor, provision of pastoral support or mediation, counselling and engaging with parents.]

Any disciplinary sanctions imposed will reflect the seriousness of the bullying incident. If bullying behaviour persists and/or is particularly severe, the bully may be excluded or suspended from school in accordance with the School's Behaviour and Exclusions Policies.

Where disciplinary measures are applied, they will be applied fairly, consistently and reasonably taking into account any disabilities or special educational needs a pupil may have or the needs of vulnerable pupils.

Staff should always consider the motive behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If staff have any reasonable cause to suspect that a pupil is suffering, or is likely to suffer significant harm, the School's Safeguarding Policy should be followed. Even where safeguarding is not considered to be an issue, the School will consider whether external services (such as Children's



Social Care) need to be informed to support the pupil and help tackle underlying issues, for example, which may have contributed to bullying behaviour

Dealing with incidents of alleged bullying

Please note that the School will apply disciplinary sanctions to pupils who bully. The School will therefore take effective action if bullying is alleged. The aim of any investigation is to discover whether bullying has taken place and if so, ensure that the bullying ceases, that the victim is supported and that the perpetrator is supported to amend their behaviour.

These procedures apply in relation to all instances of bullying, including cyber-bullying and bullying which takes place outside of school which has been brought to the School's attention. Bullying which takes place outside the School may also bring the School into disrepute or have repercussions for the orderly running of the School.

Stage 1-Initial Concerns

Where an allegation of bullying is made, the matter will be investigated and both parties and the parents of those pupils will usually be informed (as appropriate and subject to any safeguarding concerns). All incidents of alleged bullying will be managed sensitively, open-mindedly, fairly, and investigated thoroughly. The needs of all the pupils involved will be carefully considered, recognising that in many cases, incidents of alleged bullying are often complex to understand as it is possible that the parties involved will have varying perceptions of the events under investigation.

An investigation of bullying will take time: there are no instant solutions. However, the member of staff investigating should take the following steps:

- If a pupil or parent reports a case of bullying, or staff suspect that bullying has or is taking place, staff should:
 - Treat it seriously, listen carefully and record the details in writing as soon as possible (signed and dated by the member of staff fielding the allegation). Staff must be aware of the School's safeguarding arrangements and guidance, particularly when asking questions of pupils (see the School's Safeguarding Policy for further detail)
 - Ask open (not leading) questions of the alleged victim, bully and any witnesses
 - All pupils involved should be permitted to tell their version of events without judgement upon the nature of the behaviour described.
 - Record the incident. Where an allegation of bullying is made by a pupil, a written statement may also be taken from the pupil (signed and dated) by the member of staff fielding the allegation. If suspicions are raised by staff or parents, this should also be recorded in writing.



- Offer the victim immediate support and reassure them that the matter will be dealt with and is being treated seriously. Absolute confidentiality must not be guaranteed.
- Consider the need for medical examination/treatment.

- A written summary of the information gathered should be made, and agreed by the individuals involved. This is important as it will enable the victim and witnesses to feel reassured that action is being taken, and for all parties to feel that they have parents are encouraged been fairly heard
- The member of staff receiving an allegation of bullying should immediately report the matter to the Deputy Head. The Deputy Head will take action as soon as possible on receipt of report of bullying and will investigate further into the matter as appropriate. If the Deputy Head believes that the allegation is justified and/or the allegation is particularly serious, they will inform the Head under Stage 2.
- **If at any time staff have concerns over Safeguarding of the children concerned, the incident should be immediately raised with the Designated Person for Child Protection**

Stage 2–Informing the Head

All serious incidents or those where the allegation appears to be well-founded will be discussed with the Headteacher. The Headteacher may take into account the pupil's disciplinary record and will consider whether the Designated Person should be informed (if not already done so) and the School's safeguarding procedures instigated.

The Headteacher will determine appropriate sanctions for the perpetrator (in line with the School's Behaviour Policy). Disciplinary measures will be applied fairly, consistently and reasonably taking into account any special educational needs, disabilities or vulnerabilities of the pupil. Sanctions will be aimed at impressing upon the bully that what they have done is unacceptable, deterring the bully from further bullying and indicating to others that such behaviour is unacceptable. Appropriate support for both victim and perpetrator will be considered and implemented as appropriate.

Parents will usually be informed and invited to into school to discuss the matter and its resolution.

All bullying related incidents will be recorded. Records are kept to evaluate the effectiveness of the School's approach to bullying (including cyber-bullying) and to enable patterns to be identified.

The Headteacher will consider whether it is appropriate to notify the Police and/or Children's Social Care of any action taken against a pupil resulting from behaviour in or



outside of school. The Headteacher will always inform the Police of any misbehaviour that could be criminal or pose a serious threat to a member of the public.

Sanctions and Support

All parties will be supported throughout the above process and kept informed as to progress, as appropriate. Any sanctions will dovetail with those outlined in the School's Behaviour policy.

The bully needs to understand the effects of their actions upon the victim, and should be given support in order to modify and help address their behaviour, including, if appropriate, counselling. If, in spite of support, the bullying behaviour continues, there are a number of possible sanctions available to the School.

These may include:

- A verbal warning, recorded in the bully's file.
- A letter of apology to the victim.
- Withdrawal of School privileges.
- Referral to the Headteacher for action in the case of persistent or severe bullying (in cases of severe and persistent bullying this may include exclusion and or suspension in accordance with the School's Behaviour and Exclusions Policies).

The victim of the bullying will receive support from a Counsellor or other supportive adults as required and their recovery will be closely monitored by a nominated adult who works closely in partnership with the victim's parents.

Both parties (victim and bully) will be asked periodically whether the situation has been resolved and has remained resolved. An action plan will be put in place at the conclusion of the investigation to support both parties moving forwards positively without unnecessary reprisal.

Review

This policy will be reviewed annually or sooner as appropriate.

Useful web links

Cyberbullying

<http://yp.direct.gov.uk/cyberbullying/>

ChildNet

International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Don't Suffer in Silence



<http://www.dfes.gov.uk/bullying/index.shtml>

Other sources of information and support

The Anti-Bullying Alliance

(ABA): The ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The Anti-Bullying Alliance (ABA): The ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying

A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by Cyber Bullying.

Kidscape

Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

This document was written in reference to DFES Guidance *Bullying 'Don't suffer in silence.'* It has been reviewed and updated following guidance from 'Safe to Learn: Embedding anti-bullying work in schools' and *Preventing and Tackling Bullying October 2014*

Created and Reviewed by : Created Dawn Akyurek September 2016 Reviewed Kirsty Sharp October 2016	Policy Category: Safeguarding
Approved by : <i>King's Group Board</i>	Date: October 2016
	Next Review: August 2017



Record of Child's Disclosure: Bullying Incident 1 of 2

Pupils Name: _____

Location of incident: _____

Date of incident: _____ Time: _____

Adults Name: _____ (*print*) Signature: _____

Position: _____ Date of Recording: _____

Procedures

Record the incident factually, noting **who what where** and **when**. **Quote the child's words.**

Interview with identified children:
Parents informed:
Genuine apology:
Suspension (<i>if appropriate</i>):
Exclusion (<i>if appropriate</i>):
Reconciliation:



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Chamartin

Monitoring procedures put into place:

Record of Child's Disclosure: Bullying Incident continued 2 of 2

Head teacher informed: YES/NO (please circle)

Date:

Action Taken:

Outcomes:

Signed _____
Dawn Akyürek, Head Teacher

Date _____



Appendix 1

Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help schools to develop social and emotional skills, which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. SEAL was initially developed for primary schools and a programme for secondary schools has been piloted and will be rolled out nationally starting in September 2007. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills. The Primary SEAL resource provides a whole-school and whole-curriculum framework and is organised into seven themes:

New Beginnings
Getting On and Falling Out
Going for Goals

RESOURCES AND REFERENCES

Opportunities to promote anti-bullying messages through the curriculum

Good to Be Me
Relationships
Changes
Say No to Bullying

Each theme is relevant to reducing bullying. The theme "Say No to Bullying" provides an explicit focus on bullying and is a useful resource for Anti-Bullying Week. The SEAL learning objectives related to anti-bullying are:

Foundation stage

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Years 1 and 2

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.



- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Years 3 and 4

- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I know how it might feel to be a witness to and a target of bullying.
- I can tell you why witnesses sometimes join in with bullying or don't tell.
- I can tell you some ways of helping to make someone who is being bullied feel better.
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
- I can problem solve a bullying situation with others.

Years 5 to 9

- I understand how rumour spreading and name calling can be bullying behaviours.
- I can explain the difference between direct and indirect types of bullying.
- I can explain some of the ways in which one person (or group of people) can have power over another.
- I know some of the reasons why people use bullying behaviours.
- I know some ways to encourage children who use bullying behaviours to make other choices.
- I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.



Appendix 2

GUIDANCE FOR STAFF DEALING WITH BULLYING OR CONFLICT

LISTEN

- Investigate the incident; do not dismiss children as 'telling tales'.
- Model the correct behaviour yourself by staying calm, speaking quietly and not shouting.
- Ensure your body language matches what you are saying! Remember shouting, pointing your finger or standing over children can escalate rather than de-escalate the situation.
- Ensure each party has uninterrupted speaking time. Explain that everyone will have a chance to talk but it is necessary to take turns so everyone can be heard.
- Listen without pre-judging the situation or the children involved (talk to others who may have seen it if necessary, but remember they may want to support their friends).

FEEDBACK

- It is common for children to have different accounts of what happened. Move on and allow children to express how they feel about what has happened.
- Acknowledge (repeat back) how the other person is feeling and give each child the chance to describe their feelings about what they have done or experienced.

MAKING AMENDS

- Being allowed to speak and say how you are feeling releases a lot of the anger that has built up.
- Summarise what has been said and focus on what they agree on.
- Ask the children what they would like to happen/what they think should happen. Often the person being bullied only wants an acknowledgement that what happened was wrong and to be left alone in future.
- The 'bully' will often be harder in setting their own punishment than you would! For example, 'you've broken the rules by...., what do you think would be fair now? 'Lose my playtime for a week'.
- Remind the children that making amends is something you do, not something you just say.
- Don't set unfair or unreasonable punishments that will build resentment
- Let them know you will be monitoring the situation to ensure they keep to what is agreed.
- Ask the children to feedback how the other child feels about what has happened
- Separate the behaviour from the child (e.g. what they did was bad, rather than they are bad)



Appendix 3

Signs and Symptoms

- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received



Appendix 4

