



# RHPS Bullying Policy

## Rationale

The school recognises that bullying is damaging to a child's sense of self and wellbeing. Rushmere Hall Primary School aims to create a climate in which children feel safe and valued.

It is the responsibility of the Head teacher and staff to create a positive ethos and implement measures to prevent bullying within the school.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Rushmere Hall Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community. With every case we lead we learn more and more about the best way to tackle bullying and therefore this policy will continue to evolve over time.

## Aims

As a school, our primary aim is to promote respectful relationships, positive friendships and kindness so that everyone within the Rushmere community can work and learn effectively together.

At Rushmere we are focused on ensuring the children within the school have the skills they need for the future. Therefore, whilst this policy has sanctions and consequences it also promotes the purpose of educating, supporting and 'skilling-up' the perpetrator and the victim of bullying in order to prevent this happening again in the future.

**It is because of the above belief that Rushmere Hall Primary School does not tolerate bullying of any kind.** If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour.

Providing there is evidence to support taking action, we will do everything in our power to ensure that all children attend school free from fear.

## Expectations

At Rushmere Hall Primary School we will:

As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.

- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code.

- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

**The key features of the school’s approach include:**

- Early intervention. Detailed recording of incidents. Acting on initial information and investigating thoroughly.
- **Regular** communication and partnership with parents – keeping them in the loop of what we are doing and why we are doing it
- Strong communication between staff – making sure that those who need to be aware are made aware
- Making sure that there is one member of staff leading the process – so that you know who is dealing with the case and who to go to if things aren’t working
- Exploring the root cause of the behaviour and counteracting that behaviour with other strategies
- PSHE discussions and revisiting in assembly so that children understand the meaning of the term, ‘Bullying’ and know how to respond to difficulties and use it at the correct time.

**Definition of Bullying**

Bullying is a wilful, conscious desire to hurt or intimidate another person. **Bullying is a deliberate action taken by one or more children and is repeated over a period of time.** The victims of bullying find it difficult to defend themselves, they feel powerless.

Bullying behaviour can be:

Physical	Verbal	Indirect	Emotional Threats and extortion
Hurting others by any form of physical contact e.g. hitting, kicking, pushing	Name calling, teasing and insulting another.	Spreading malicious rumours. Manipulating others to carry out unkind acts	Being unfriendly and excluding others from social activities. Humiliating others.
<b>Interference with personal property</b>	<b>Racial Harassment</b>	<b>Cultural, Religious, Sexual / sexist, Homophobic</b>	<b>Disability discrimination</b>
Hiding, damaging and taking belongings without permission.	Verbal abuse by name calling, racist jokes. Refusing to co-operate in work or play activities with someone from a different race.	Targeting children based on the above.	Targeting children based on the above.
<b>Cyber bullying</b>			
Malicious use of social websites, mobile phone use and text messaging, photographs and e-mail SEE RHPS CYBER BULLYING POLICY			

**Signs of Bullying**

Families are often the first to detect signs that their child is being bullied or is bullying others, however, teachers and staff who see the children on a daily basis, often spot these symptoms too.

Changes in behaviour can indicate a problem. Common symptoms of being bullied include headaches, stomach aches, anxiety, irritability, lack of concentration, low self-esteem, depression, wetting, reluctance to go out to play, reluctance to participate in activities. Bullying can cause serious psychological damage.

Victims of bullying may be reluctant to come to school.

## Whole School Strategies which promote Anti Bullying

### Within the curriculum

- ✓ Pupils are given information about bullying through the PSHE programme:
  - What is bullying?
  - How do I deal with bullying?
- ✓ Pupils discuss issues associated with bullying during PSHE lessons.
  - Bullying behaviour is unacceptable not the person perpetrating it.
  - Pupils are encouraged to support victims of bullying.
  - Circle time and drama scenarios raise awareness and possible action.
- ✓ Pupils are given information about the school's bullying policy, which is reinforced in assemblies and at other times by class teachers:
  - Bullying will not be tolerated.
  - **Pupils must tell someone about incidents of bullying (ideally straight after the incident – as addressing incidents that are weeks and months old is very difficult)**
  - Action which will be taken in cases of bullying.

### School-wide

- Assemblies, projects, drama, stories, literature, historical and current events are used to highlight the anti-bullying policy.
- Statements about the school's position on bullying are clearly displayed around the school / in classrooms.
- Pupils are encouraged to confide in someone they trust.
- Teachers and lunchtime supervisors are trained to help pupils who are being bullied.
- Parents are given information regarding the school anti-bullying policy.
- Pupils are listened to.
- Outdoor play areas provide opportunities for play and quieter activities.
- Key areas of the school are well-supervised.
- The peer mentor system supports younger pupils during play times and those who do not mix easily with peers.
- Poor behaviour is recorded using our recording sheets. Serious incidents are dealt with directly by the SLT.
- Co-operative group work is incorporated into class lessons.
- Links with outside agencies e.g. community police.
- Raising staff awareness through training and taking action based upon reported incidents to reduce future difficulties.

### Our school aims

- Ensuring that the whole school understands what bullying actually means, including what a **bully** is, what a **victim** is and what a **bystander** is
- Making clear that a zero tolerance approach to bullying is in place in school
- Encouraging children to report incidents without feeling they are telling tales

- Ensuring that parents who are reporting bullying feel the concerns they raise are being treated seriously and the school recognising the impact it is having on the victim
- Incidents are taken seriously, investigated and if necessary (and with evidence), acted upon, with clearly defined procedures.
- Staff are proactive in communicating what they are doing, why they are doing it and what the outcomes are to the actions taken (regular follow up given)
- **Making sure the term bullying is not misused**

## Responding to bullying

The school takes any report of bullying seriously. When bullying is established the school will apply sanctions and consequences to the perpetrator, provide support for the victim and the perpetrator and set out to educate both the victim and the perpetrator.

	<p><b>Sanctions / Consequences</b></p> <p>The children need to understand that bullying and other unacceptable behaviour will result in sanction / consequences being applied. For many children these act as a deterrent and are often enough to bring bullying to an end. However, for many it does not always tackle the root cause of why the child is bullying in the first place not does it help them to understand the impact of their behaviour on others.</p>
	<p><b>Education</b></p> <p>Children need to learn how their behaviour has affected others and how to change it. Ultimately, we do not want this behaviour to reoccur again in the future. Occasionally victims need to be educated about the best way to stand up from themselves in certain situations or recognise how their actions may have affected the situation.</p>
	<p><b>Support</b></p> <p>Support is essential for the victim. Helping them to regain their self-esteem and reduce the likelihood of bullying occurring again. Building their confidence and skilling them up for the future is essential. Support for the perpetrator is also necessary. Often children bully for a number of reasons and sometimes it's much more complicated that it seems. The school have to balance the level of sanction with the education and support it provides based on what it knows about the family and what else is going on in the child's life.</p>

## Reporting Bullying

1. If bullying is suspected or reported by a child, the member of staff that has been approached will pass this straight to the child's class teacher.

If bullying is uncovered by the parents, this information must be passed directly to their child's class teacher.

**The class teacher will automatically become the Lead Teacher in dealing with this case.**

2. The Class Teacher will begin to record the facts and the details on a **STAGE 1 bullying form** either from the child or from the Parent. The teacher will then take time to investigate and double check the accounts before meeting more formally with the Parent.

When the teacher has investigated the claim the Class Teacher will call the parents of the victim in for a STAGE 1 meeting.

The parent will be given a copy of the bullying policy and the class teacher will explain how the process works.

If there is limited evidence to back up the claims or more to the story this additional information will be shared and discussed. If it is decided that this is not bullying, the class teacher will explain any sanctions that will still be applied (if appropriate) and that the incident will still be logged in the event of it being needed in the future.

If there is evidence to suggest there is bullying the class teacher will work through the STAGE 1 process and identify the steps and the actions that will be taken.

## Stage 1

### STAGE 1 Meeting [Informal – Class Teacher(s) & Parents]

During a stage 1 meeting the Class Teacher will:

1. **Clarify** the facts
2. **Explain** the outcome of the informal investigation and what was uncovered
3. **If bullying is not established the class teacher continues to manage this informally and records any incident on the chronology. If bullying is established then the Class Teacher will move to implementing strategies and actions.**
4. Suggest **strategies / actions** and the way forward (e.g. what can be done to prevent this from happening again? What can we do to support / educate both the victim and the perpetrator)
5. Agree a **time frame** to review the impact of the strategies (2 – 4 weeks) and set a **trigger point** (e.g. if xxx was to happen we will meet instantly)

### STAGE 1 Review Meeting [Informal – Class Teacher(s) & Parents]

Either after the agreed time frame or in response to the trigger point a review meeting will be called:

The Class Teacher will:

1. Discuss the impact of the actions / strategies implemented
2. If successful a decision will be made to file this case but to monitor closely OR in the event of the situation not improving the Class Teacher can decide to escalate this to STAGE 2.
3. If escalating to STAGE 2, the Class Teacher can reschedule another meeting or continue the meeting completing the STAGE 2 paperwork.

<b>Sanction examples</b> 	<b>Education examples</b> 	<b>Support examples</b> 
<ul style="list-style-type: none"> <li>- Verbal warning</li> <li>- Withdrawal of a privilege or removal from a situation where bullying occurred e.g. missing playtimes</li> <li>- Removal from school teams</li> <li>- Detention / loss of playtime</li> </ul>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>- 'Bullies, big mouths and so called friends'</li> <li>- Stand up for yourself and your friends'</li> </ul> <p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>- Restorative justice session / workshop with Adele Higgins</li> </ul>	<ul style="list-style-type: none"> <li>- Adjustments to key times of the day where issues are occurring</li> <li>- Group adjustments in class</li> <li>- Changes to seating positions</li> <li>- Running clubs etc.</li> </ul>

## Stage 2

### STAGE 2 Meeting [FORMAL – Class Teacher(s) & Parents]

1. **Clarify** the facts so far & explain why this has been escalated to STAGE 2
2. Agree **strategies / actions / consequences** and the way forward (e.g What else can done to prevent this from happening again? What can we do to further support / educate both the victim and the perpetrator)
3. Confirm that Parent(s) of the perpetrator will be contacted for a meeting where the school will share the facts and explain the consequences / sanctions to be applied now, and potential sanctions for the future as well as support / education provided to prevent this from happening again.
4. Agree a **time frame** to review the impact of the strategies (2 – 4 weeks) and set a **trigger point** (e.g. if xxx was to happen we will meet instantly)

### STAGE 2 Review Meeting [Formal – Class Teacher(s) & Parents]

Either after the agreed time frame or in response to the trigger point a review meeting will be called:

The Class Teacher will:

1. Discuss the impact of the actions / strategies implemented
2. If successful a decision will be made to file this case but to monitor closely OR in the event of the situation not improving the Class Teacher can decide to escalate this to STAGE 3.
3. If escalating to STAGE 3, the Class Teacher will need to reschedule another meeting where the Deputy Head teacher will be present.

<b>Sanction examples</b> 	<b>Education examples</b> 	<b>Support examples</b> 
<ul style="list-style-type: none"> <li>- <b>Parents of Perpetrator informed</b></li> <li>- Red forms</li> <li>- Loss of playtime / lunchtimes over longer period</li> <li>- Behaviour report / behaviour plan</li> <li>- Daily reporting to Senior Leader</li> <li>- Removal from school teams</li> <li>- Removal from class trip / event</li> <li>- Detention / loss of playtime</li> <li>- Internal exclusions</li> </ul>	<ul style="list-style-type: none"> <li>- Undergo a course of social accepted behaviour</li> <li>- Thrive assessment</li> <li>- Feelings groups, Heroes groups</li> <li>- 1:1 daily meetings and bespoke programme of work</li> <li>- Work with victim on standing up for yourself, taking the right action (not violence) and calling out inappropriate behaviour</li> <li>- Work with peer group on calling out the inappropriate behaviour, not following the crowd and taking responsibility as a group</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable adjustments</li> <li>- Class / group movement request (victim)</li> <li>- Allocation of a go-to adult</li> <li>- Self-esteem groups, bespoke group around friendships, Thrive</li> <li>- Daily check in sessions</li> <li>- Home school logs / books</li> <li>- Additional 1:1 support from the Inclusion team</li> <li>- Referral made to outside teams (if appropriate for either party)</li> </ul>

## Stage 3

### STAGE 3 Meeting [FORMAL – Deputy Head teacher, Class Teacher(s) & Parents]

1. **Clarify** the facts so far & explain why this has been escalated to STAGE 3
2. Agree **strategies / actions / consequences** and the way forward
3. Confirm that Parent(s) of the perpetrator will be contacted for a second meeting where the school will outline the consequences / sanctions to be applied now, and potential sanctions for the future.
4. Agree a **time frame** to review the impact of the strategies (2 – 4 weeks) and set a **trigger point** (e.g. if xxx was to happen we will meet instantly)

### STAGE 3 Review Meeting [FORMAL – Deputy Head teacher, Class Teacher(s) & Parents]

Either after the agreed time frame or in response to the trigger point a review meeting will be called:

The Deputy Head teacher will:

1. Discuss the impact of the actions / strategies implemented
2. If successful a decision will be made to file this case but to monitor closely and continue the strategies in place OR in the event of the situation not improving the Deputy Head Teacher can make a decision whether FTE exclusions are appropriate or whether the school have evidence to permanently exclude.

<p><b>Sanction examples</b></p> 	<p><b>Education examples</b></p> 	<p><b>Support examples</b></p> 
<ul style="list-style-type: none"> <li>- <b>Parents of Perpetrator informed</b></li> <li>- Red forms</li> <li>- Internal exclusion</li> <li>- Fixed term exclusion</li> <li>- Police contacted (dependent on the natural of the behaviour)</li> <li>- Class move</li> <li>- Permanent time table adjustments</li> <li>- Behaviour report / behaviour plan</li> <li>- Removal from school teams</li> <li>- Removal from class trips / events / residential trips</li> </ul>	<ul style="list-style-type: none"> <li>- Work on understanding the consequences of bullying others. Additional homework to prepare presentation to other on the impact.</li> <li>- Potential for a chance for the perpetrator to meet with the parent of the victim to hear how it has affected their child.*Carefully managed and controlled. Let by SLT staff member.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable adjustments</li> <li>- Class / group movement request (victim)</li> <li>- Allocation of a go-to adult</li> <li>- Self-esteem groups, bespoke group around friendships, Thrive</li> <li>- Daily check in sessions</li> <li>- Home school logs / books</li> <li>- Additional 1:1 support from the Inclusion team</li> <li>- Referral made to outside teams (if appropriate for either party)</li> </ul>

### **During the entire process the staff will...**

- ✓ make sure the victim(s) is reassured and feels safe
- ✓ listen and speak to all children involved about the incident separately
- ✓ reinforce the message that bullying behaviour is not tolerated at Rushmere Hall Primary school
- ✓ Gather evidence to provide assurances before applying sanctions and consequences
- ✓ Communicate regularly with parents to ensure they are fully aware of the actions the school are taking and the outcomes (successful or unsuccessful)
- ✓ A member of the Senior Leadership Team will be informed of the bullying case at all stages.
- ✓ All meetings / events and incidents will be logged on a chronology which can be referred to again in the future if needed

### **Strategies in Early Years**

When responding to bullying in the Early Years the strategies may be different. Greater focus will be placed on educating and supporting, however, there may still be some sanctions. Some examples of the strategies that could be applied in Early Years are listed below.

- Circle Times.
- Role modelling appropriate behaviour.
- Puppets,
- Whole year group discussions (e.g. reception)
- Recognition of individual needs and addressing same.
- Use of resources (e.g. Naughty Stories Oxford reading Trees books).
- Small group sizes with close pastoral support. Use of key workers in nursery.
- Exploring emotions in shared time.
- Golden Rules. Visual prompts ensure whole class is participating and upholding values and Golden Rules.
- Appropriate and early intervention.
- Record keeping. Daily diary records updated by all staff. Logging in individual child records of incidents and observations.
- Communication with parents.

### **The importance of evidence in managing bullying cases**

When building a case of bullying and responding to it, it is essential that there is evidence to back up the claims being made. In order to establish whether bullying is taking place the lead teacher will gather evidence from as many witnesses as possible. This is essential for parents of the victim (to know the incident has been fully explored) but more so when presenting the case to the perpetrators parents. There needs to be solid evidence to avoid counterclaims and to prevent the perpetrators parents denying the bullying and in turn not supporting the efforts to stop this from happening.

The school will not apply sanctions or consequences in the event of not having enough evidence to justify / back up its decisions. Whilst incidents with minimal evidence may not be acted upon they will still be recorded on the chronology and may help to build a bigger picture of things that are taking place.

## **Bullying FAQ's**

### **Q – Why isn't the bully being excluded?**

Permanent exclusions and Fixed Term Exclusions (up to 5 days) are an option the school has in the event of a child continuing to bully. Whilst for some these sanctions send a real strong message, in some cases it can inflame a situation more and give the perpetrator greater reason to target.

This is a more difficult decision if bullying is also happening outside school. A Permanent Exclusion will stop things happening in school but doesn't prevent things happening outside school. It also doesn't stop the children meeting up again at Secondary School. Permanently excluding a child mean the school loses its ability to influence the situation and monitor it. The school has even fewer powers to do anything to solve the situation.

When issuing Permanent Exclusions there has to be strong, robust evidence as the school has to defend itself against a Local Authority panel in order to justify its decisions. If there is inadequate evidence, the panel can overturn the decision.

### **Q – Why is my child (the victim) receiving support?**

It's our job. Our job is to support and educate the victim to reduce the likelihood of them being bullied in the future. Helping them to identify how to stand up for yourself and how to present as confident as possible to ward off any potential bullies. We are not saying that a victim is ever to blame but we do want to skill them up whilst also tackling the bully at the same time. Combining the two means the potential of reoccurrence is less.

### **Q – Why is the bully getting extra attention?**

We often get told this. It may appear this way but often untrue. As a school we are working with families all the time and there is a number of reasons why children bully and a number of different elements to solving a bullying case. We cannot share why we are doing what we are doing with particularly families. We ask parents to trust that things are not always straightforward and whilst there is never any excuse for bullying, there is often more going on in the background that has made a child start to bully another. It is because of this that sometimes they may appear to be getting extra attention.

### **Q – Why is nothing being done about the incident that I raised?**

All incidents that have been raised will be investigated. Depending on whether the school has evidence / witnesses, depends on the actions that happen next. If the evidence is there, the school will take action. Where there is not enough evidence the incident is recorded and the incident will be responded to in a different way. The school will come back to you to tell the outcome of any incident. Please note that sometimes investigations work in your favour and sometimes they don't. Sometimes we have investigated an incident and the evidence suggests that your child was the instigator and at fault. We expect these decisions to be respected.

### **Q – Why shouldn't I approach the perpetrator's parent outside school?**

In every example we have of this... it has backfired. Discussing bullying is a contentious subject. Telling another parent that their child is bullying your child is NEARLY always going to spark a negative response. Where parents have tried to solve this themselves the situation has got worse.

### **Q – Why isn't this moving quicker? Why is this still happening?**

The previous policy didn't move things on quick enough. Too many adults and too many stages involved. The previous policy gave the bully too many chances and too many opportunities to reoffend. This policy has been designed to ensure the process is not drawn out and it is more punchy. There are less layers within it and less adults. There does, however, need to be some time allowed to embed the work and the actions applied before making decisions about what to do next.

**Q – What happens if bullying is happening outside school?**

This is really difficult for the school to control and tackle. Whilst the school has powers to apply sanctions and take actions around things that happen outside school, it is even more difficult to investigate and more difficult to prove who was guilty. The school has to be very careful applying sanctions unless it has solid evidence of what took place. Whether proven or not, all incidents will be recorded and will help to build a case.

**Q – How can I help my child through this?**

Good question. Working through and sharing the reading materials provided by the school will help. Some have good practical advice and many talk about raising confidence and self-esteem as often a bully has targeted that confidence and left it in tatters. Ensuring that your child can share anything that happened is useful. Helping your child to sift out what is appropriate and inappropriate behaviour and what is behaviour we just have to ignore is also useful.

Linking up with other groups, clubs outside school is great way to rebuild your child's self-esteem and confidence. It also gives them a chance to interact with other children, create new friendship groups and helps them to realise that school is just part of their life. This helps the issue to feel smaller.

**Q – When does it become a point of interest to the police?**

When potentially a crime is committed. Some children in year 5 and all children in year 6 are criminally responsible and therefore where there are cases that need to be referred to the police, they will.

**Q – What if it's my child's word against another child?**

We occasionally find ourselves in this position. Every incident is investigated thoroughly before action is taken. Whilst it may appear likely that the victim would be telling the truth, it would be unfair to assume that this is always the case. Witnesses and evidence needs to be gathered to back up what actually happened. The school are aware when there are witnesses who are too scared to speak out. Incidents that happen when no one else is around are difficult to prove. When contacting a parent to tell them their child has been bullying another, they want to know the full details and the evidence that we have. In order to get them to work with us, engage and ultimately solve the situation we need them to have faith and trust that these events did happen. Working with parents who deny the events that have happened is extremely difficult.

**Q – How long does this process take?**

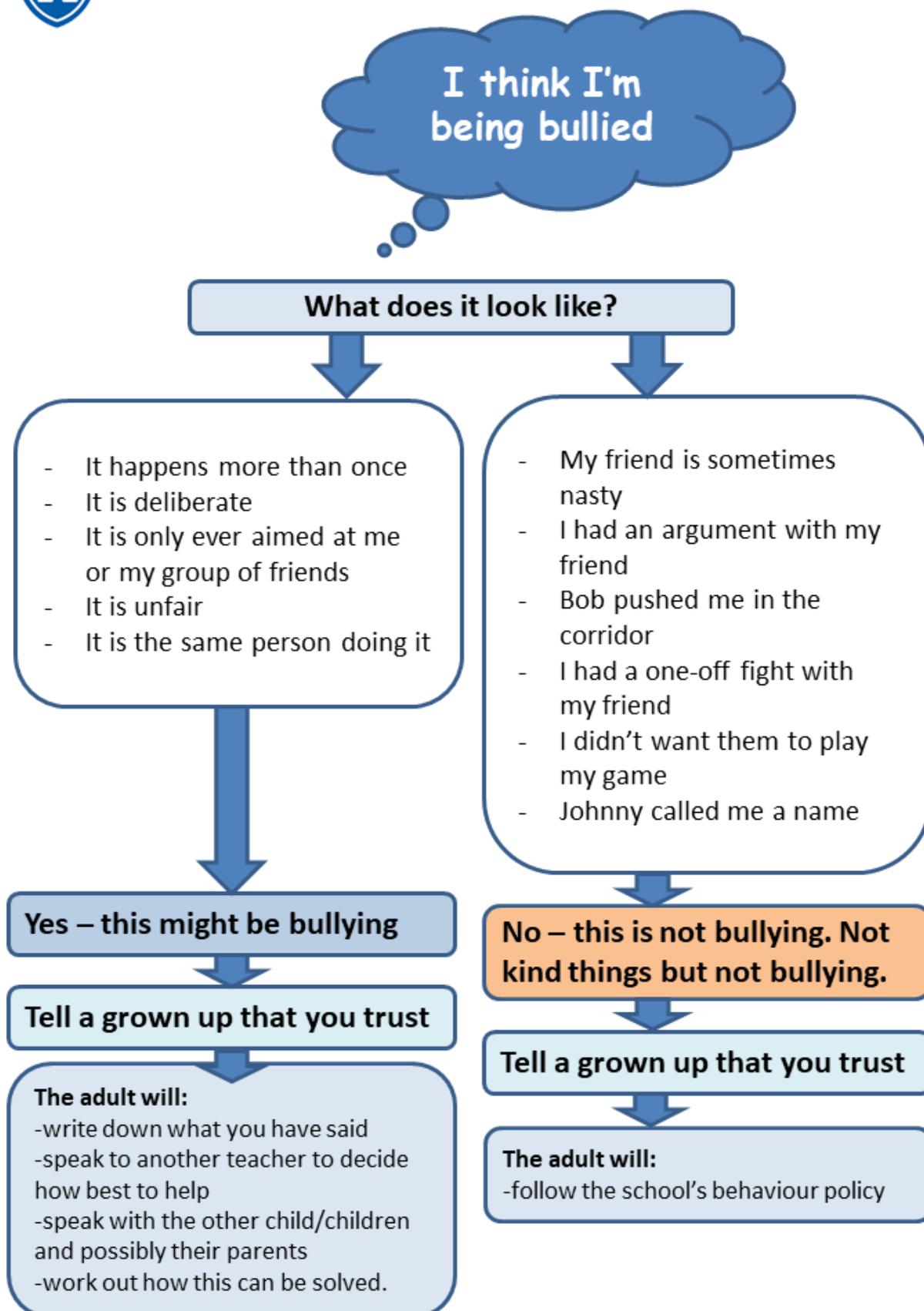
In 95% of cases the situation is resolved at stage 1. In more complex cases, the process can take much longer. Cases can be complicated for a number of reasons e.g. the parent of the perpetrator does not believe their child is a bully and makes counter claims or there is not enough evidence or witnesses to prove a case. Further complications may also come about based on other information known to the school or work that is already being carried out with the perpetrator or their family.

**Q – Should I write down all the incidents to share with the school?**

One of our biggest frustrations is being presented with a list of historic actions that have occurred. As it is difficult to investigate these, they cannot always be used as evidence. Parents should speak with the school regarding each incident (when it happens) that way the school can investigate whilst there is a potential of being able to find witnesses. All incidents in school are logged on the school chronology and refer to the evidence the school has gathered.

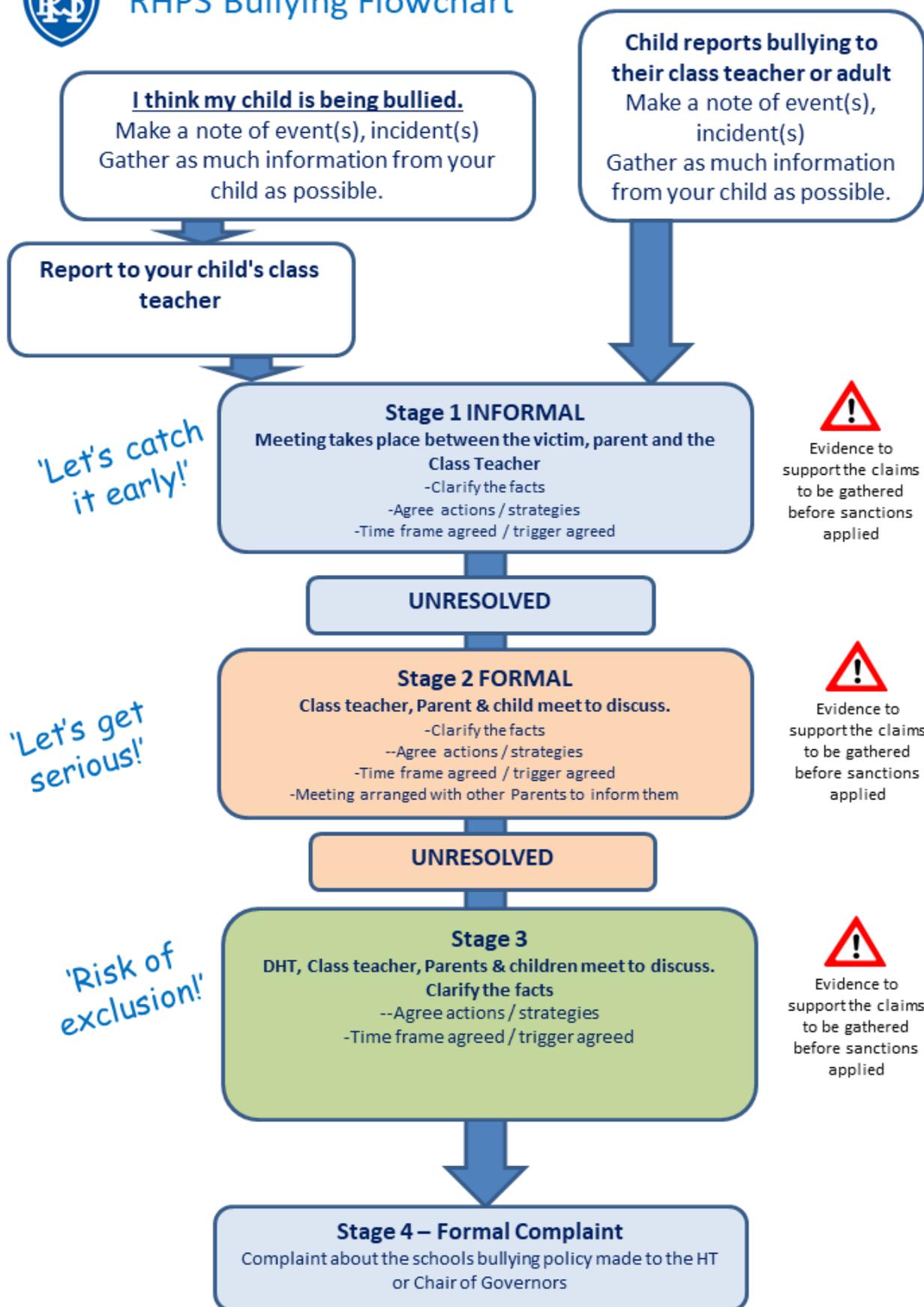


## RHPS Bullying Flowchart





# RHPS Bullying Flowchart





# Bullying Report Sheet



Teacher Parent Pupil

# 1

## Stage 1 INFORMAL

Bullying reported to the class teacher

Pupil Name:		Class:		Date:		Time:	
Reported by:				Relationship to child:			

### Clarify the facts:

*Indicate whether evidence available*

### Agreed next steps: *What needs to be done next?*

*Sanctions / consequences / education / support*

**Review: Time frame? Trigger point**

## Stage 1 REVIEW

### Actions Taken:

*RAG rate actions G/A/R based on their impact*

*Annotate the sheet*

### Escalation:

Resolved?		Continue to monitor?		> Stage 2?	
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## Stage 2 FORMAL

Bullying reported to the class teacher

Pupil Name:		Class:		Date:		Time:	
Reported by:				Relationship to child:			

### Clarify the facts:

*Indicate whether evidence available*

### Agreed next steps: *What needs to be done next?*

*Sanctions / consequences / education / support*

**Review: Time frame? Trigger point**

## Stage 2 REVIEW

### Actions Taken:

*RAG rate actions G/A/R based on their impact  
Annotate the sheet*

### Escalation:

Resolved?		Continue to monitor?		> Stage 2?	
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# Bullying Report Sheet



# 3

DHT Teacher Parent Pupil

## Stage 3 FORMAL

Bullying reported to the class teacher

Pupil Name:		Class:		Date:		Time:	
Reported by:				Relationship to child:			

### Clarify the facts:

*Indicate whether evidence available*

### Agreed next steps: *What needs to be done next?*

*Sanctions / consequences / education / support*

**Review: Time frame? Trigger point**

## Stage 3 REVIEW

### Actions Taken:

*RAG rate actions G/A/R based on their impact*

*Annotate the sheet*

### Escalation:

Resolved?		Continue to monitor?		> Stage 2?	
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Perpetrator

<b>Why do children bully others?</b>	<b>How can school counteract that?</b>
<p><b>There are many reasons, here are a few...</b></p> <ul style="list-style-type: none"><li>• Low self esteem</li><li>• Jealousy</li><li>• Boredom</li><li>• For Fun</li><li>• Reflecting behaviour they are witnessing at home</li><li>• Disguising something else that maybe going on</li><li>• They're being bullied or have been in the past</li><li>• Lack of understanding around how they are behaving or the effect of their behaviour on others</li><li>• Attention seeking</li><li>• Power</li><li>• Control</li><li>• Sense of superiority</li></ul>	<p><b>Examples of how we can educate and support...</b></p> <ul style="list-style-type: none"><li>• Boosting self esteem</li><li>• Teaching empathy, tolerance</li><li>• Positive attention for the right behaviour</li><li>• Teach and encourage different ways for expressing themselves</li><li>• Teach different strategies to create strong balanced friendships</li><li>• Encourage pupils to focus on what they do have and not on what they don't have</li><li>• Tackling past bullying issues and educating about how to overcome this</li><li>• Role playing to show what their behaviour 'looks like'</li><li>• Find ways for them get the attention they desire for positive reasons.</li></ul>





Victim

<b>What makes a child vulnerable to bullying?</b>	<b>How can school counteract that?</b>
<p><b>There are many reasons, here are a few...</b></p> <ul style="list-style-type: none"><li>• Low self esteem</li><li>• Presentation - good or bad</li><li>• Visible differences</li><li>• SEN / Gifted and talented</li><li>• Perceived background and family life</li><li>• Body image</li><li>• Lack of friends or really popular</li><li>• Talented</li><li>• Quiet, timid</li><li>• More mature than children in the year group</li><li>• Not 'into' the same things the bulk of the group are into</li><li>• Ethnicity / different culture</li><li>• Sensitive personality</li><li>• New to the school</li></ul>	<p><b>Examples of how we can educate and support...</b></p> <ul style="list-style-type: none"><li>• Provide additional responsibility to boost self esteem e.g. Peer Mentors</li><li>• Confidence building work</li><li>• Celebrate differences</li><li>• Educate the whole school on acceptance, tolerance</li><li>• Educate the whole school on positive friendships / relationships</li><li>• Explore skills and talents that everyone has</li><li>• Help children find connections and link them up with like minded children e.g. letting them set their own clubs etc</li><li>• Whole school work on resilience</li><li>• Using positive buddies and role models for new arrivals.</li></ul>

