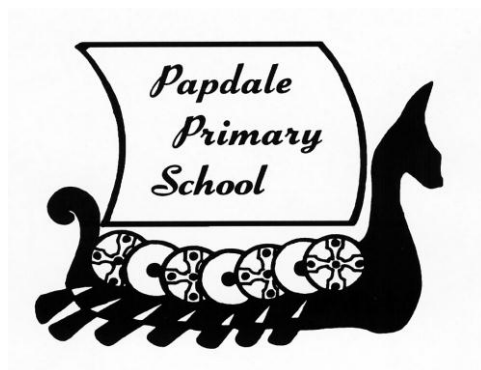
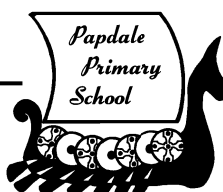


Papdale Primary School  
Kirkwall,  
Orkney.  
KW15 1PJ  
Head Teacher: Mrs Jane Bruce



## Anti-Bullying Policy and Procedures (Revised August 2012)



## **Anti-Bullying Foreword**

Bullying in schools often makes headline news and Papdale, like all other schools, acknowledges that bullying takes place.

This document is our response to the problem of bullying, it sets out the principles and practices which constitute our school's response. Contained within the document is a wide variety of advice for teachers, children and parents.

The advice seeks to offer support to all who may be involved in a bullying problem. Children are encouraged to understand the diversity and complexity of what may constitute bullying and to be able to differentiate that from unkind or hurtful incidents. The importance of talking about a bullying problem is emphasised and encouraged.

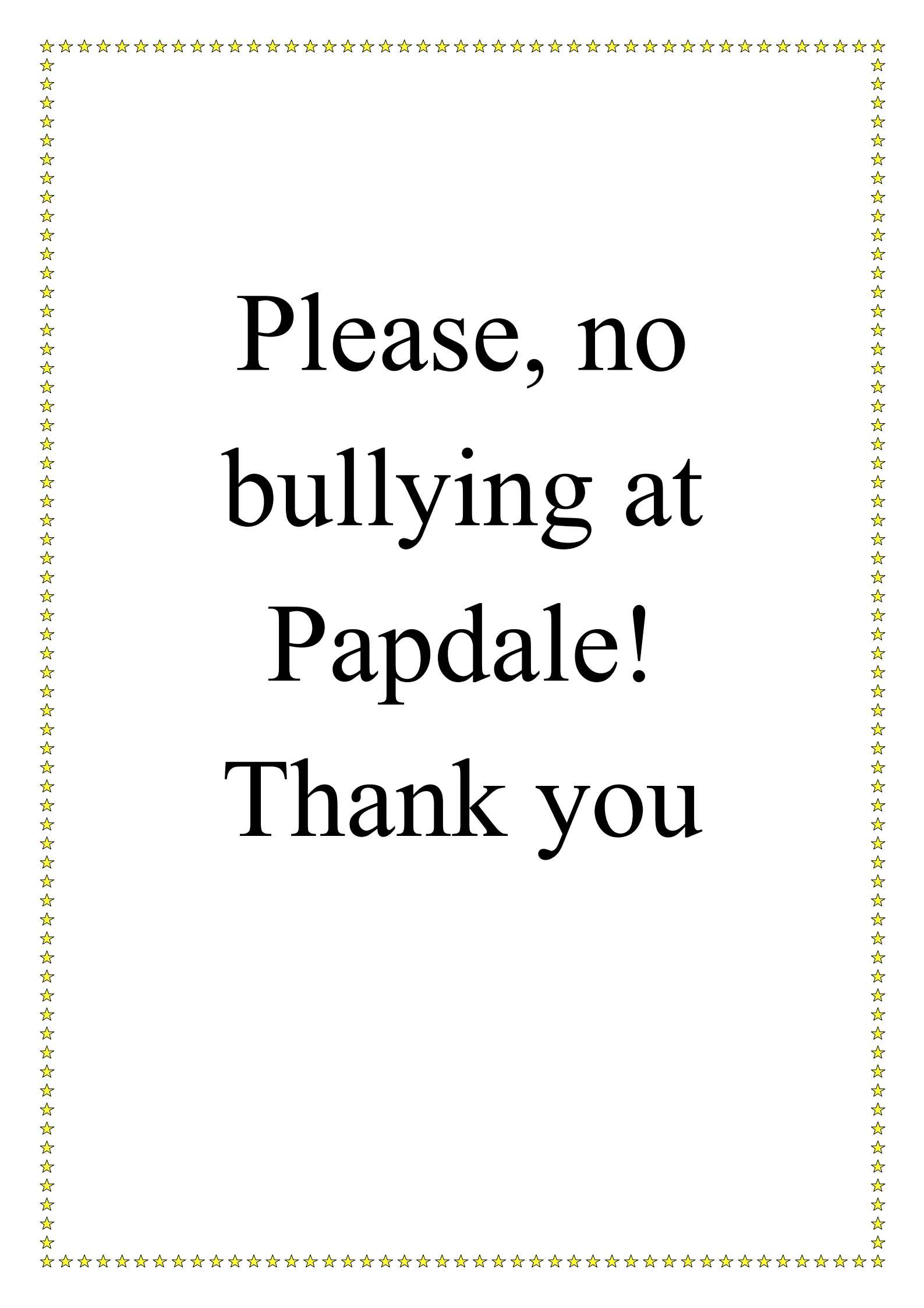
For children's behaviour to change we have to make them want to change it for themselves. Therefore emphasis is placed on the need to work with children who are exhibiting bullying behaviour rather than simply opting for punishment alone.

The original document was produced after consultation with children, parents, staff and the local community and has regularly been updated since its launch in 2005.

Mrs Christine Sinclair's commitment as the lead person for the development and continued review and updating of our anti bullying strategy has to be commended. We plan to revisit this with the whole school community on an annual basis.

My thanks to all who have been involved in the production and dissemination of the guidance.

Jane Bruce  
Head Teacher



Please, no  
bullying at  
Papdale!  
Thank you

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## Introduction

The development of Papdale Primary School's anti-bullying policy and set of procedures is the responsibility of the whole school community, including staff, children and parents. It is managed by the Head Teacher. (see Appendix I Summary of Policy)

The school ensures that the curriculum addresses issues of discrimination and equality, while creating a positive ethos within and around the school building. Papdale strives to provide a setting where staff, children and parents feel welcome and are treated with care and respect. The school believes that staff and children should be able to learn in a safe, secure environment within a climate of mutual trust and respect.

## **Background**

Since the launch of the school's new anti-bullying policy in January 2005, the school has regularly revisited and reviewed their anti-bullying systems. Annually the school holds a focused anti-bullying week where children and staff refresh their knowledge and understanding of the systems in place and the procedures to follow. Parents are also given up to date information on how to contact the school if they have issues regarding bullying. This annual "refresher" takes account of the school's new anti-bullying motto, "Please, no bullying at Papdale! Thank you". The motto and newly designed logo were suggested by children who felt this new "theme" would work well alongside the school's approach to Courtesy. All members of the school community whole heartedly agreed with their excellent suggestion.

## The Aims of the Policy

The focus of this policy is to promote positive behaviour and to provide working guidelines to:

- prevent bullying
- deal with bullying
- provide information for staff, children, parents, carers and the wider community.

There are considerable benefits from tackling bullying effectively and consistently at an early stage as it leads to:

- improved safety for young people
- improved standards of behaviour
- improved academic performance
- increased self-esteem and motivation
- improved attendance
- improved partnerships, communication and trust among all parties, and
- improved social competence for life.





## Definition of Bullying

Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused or undermined by another individual or group of individuals.

Bullying is behaviour that can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

Bullying can take many forms. Some children are more emotionally resilient than others. What may constitute bullying for some may not for others. It may include physical aggression, intimidation, threatening, extorting, pressurising, name-calling or teasing. Less obvious examples such as ignoring or excluding someone are also regarded as bullying and their possible effects should not be minimised.

Bullying can cause stress and can affect a child's health. Symptoms may include anxiety, headaches, sleepless nights, stomach upset, loss of confidence or self-esteem, depression and not wanting to come to school.

### **Some forms of bullying –**

- physical violence
- threatening behaviour
- pressurising
- name calling
- racist remarks
- homophobic remarks
- sexually suggestive or abusive language
- spiteful teasing
- spreading false rumours
- mean faces
- rude gestures
- sending notes
- systematically excluding someone

Bullying behaviour can be sneaky and subtle or can be directed specifically and bluntly at a person or persons.



## Preventing Bullying at Papdale Primary School

Positive anti-bullying strategies at Papdale Primary School include the development of an ethos in which **all members** of the school's community take responsibility for challenging and reporting bullying.

Within the school, a **positive ethos** is set by:

- the Curriculum for Excellence which encompasses issues of health and well being
- giving explicit and consistent messages that bullying is unacceptable
- seeking agreement on what bullying is
- reviewing school life to identify any factors which might allow or encourage bullying
- making sure that the distribution and use of insitutional power does not model bullying
- the introduction of a Buddy Scheme, including a Buddy Bench and Friendship Stop.

Within the school, **awareness-raising** can be promoted by:

- participating in National Anti-Bullying campaigns
- organising an anti-bullying day/week in school
- conducting an anti-bullying survey
- regular discussions with Pupil Council representatives
- displaying children's work e.g. anti-bullying posters
- highlighting issues at assemblies, Golden Book presentations
- involving Buddy team members in anti-bullying strategies
- involving community police officer in discussions with classes and year groups
- involving other agencies e.g. community education in community bullying issues
- developing a child-friendly anti-bullying postcard (Appendix II)
- teaching and activities in class e.g. Circle Time, which offer children an opportunity to explore bullying issues

Children and parents can be **actively encouraged** to report bullying by:

- having an agreed definition of what constitutes bullying
- using postcard advice (Appendix II and III)
- being active in producing and providing grievance procedures
- letting children know how important it is to report bullying they have witnessed or experienced
- letting children know to whom they can speak
- providing opportunities for children to communicate their concerns e.g. through Buddies, listening systems such as suggestion boxes, confidential letters, surveys.

**Children and parents should also report "one-off" incidents that cause upset or hurt, even if it does not constitute bullying. "One off" incidents will be treated seriously as part of the school's procedures on promoting positive behaviour.**

## Supporting Children

**Papdale Primary School recognises that incidents of bullying occur in all schools. In acknowledging this fact, all such incidents are taken seriously and dealt with in an appropriate manner.**

Support for the child/children who has/have been bullied is essential both immediately following the incident and during an agreed period of review. Support from peer groups, staff and outside agencies can all, if appropriate, play a vital role in helping the child deal with and come to terms with what has happened. All staff will be made aware of children who may need extra reassurance and or support following incidences of bullying. This is to ensure that support is available throughout the school e.g. playtime, lunchtime, walking home etc.

The steps to be followed in investigating incidences of bullying provide guidance for supporting children. Each incident should be reviewed after an agreed period of time. After this period, staff should endeavour to meet with both parties in order to reassess the situation and the relationship between those involved. The manner in which this review takes place will depend on the nature of the incident and the age of those involved. The Class Teacher, Depute Head Teacher or Head Teacher may undertake this review.

**In all cases the review will be recorded and any further or subsequent action necessary, also recorded.**

We will **support children** who have been bullied by:

- treating all allegations seriously
- reassuring them that they are not to blame
- supporting them through systems like the Buddy Scheme and peer support
- providing opportunities for friendship formation for isolated children
- creating systems for early identification of vulnerable children
- assigning “named” staff e.g. home/school support officer to children who have been persistently bullied
- giving the message, “there are no innocent bystanders”.

## Promoting Positive Behaviour

Consideration should be given to both the discipline and support given to the child/ren who are responsible for the bullying behaviour. Disciplinary procedures against the child/ren are intended to change or modify behaviour rather than label anyone as a bully.

Such procedures may include:

- positive behaviour strategies with agreed individual goals to be attained
- class, group or individual discussion with staff about the effects of bullying
- use of Buddy Scheme to support those affected by or involved in bullying behaviour
- daily recording systems
- withdrawal of privileges
- involvement of other agencies and services such as Educational Psychologists, SFL teachers etc

### **Changing behaviour**

Bullying behaviour **can be changed** by:

- making children who bully accountable for their behaviour
- developing sanctions which enable children to think about their misbehaviour rather than sanctions which depend on threat or force
- helping children communicate more effectively in conflict situations
- focusing on solutions rather than blame

Strategies for **resolving bullying behaviour** are:

- searching for educational solutions not problems
- allocating responsibility not blame
- looking forward not back
- focusing on and changing behaviour not personalities
- examining relationship processes, not incidents
- resolving the problem, not establishing guilt

## Investigating, Dealing with, Recording and Monitoring Incidents

**All incidents concerning children at Papdale Primary School are taken seriously and dealt with in an appropriate manner.**

### **When?**

All reported incidents will be investigated promptly. An incident which is reported at the end of the school day will be dealt with during the following school day.

### **Who?**

At Papdale Primary School, the Head Teacher is responsible for the overseeing of incidents and embedding anti-bullying awareness in the policies and practices of the school.

### **What should staff do?**

The member of staff to whom the incident is first reported or who witnesses the incident should take the incident seriously. They must then follow the agreed staff procedures using their professional judgement. This will depend on the following factors:

- the age of those involved
- persistence or repetition of the incident
- the level of premeditation or calculation
- the number of individuals involved
- knowledge of the individuals involved
- the level of distress caused
- the location and time of the incident.

Any member of staff might deal with the incident or it may be dealt with by the Head Teacher.

**In all cases the incident should be recorded and reported to the Head Teacher.**

## Involving Parents and Children

### **For parents**

If a child reports a case of bullying, the investigation will be started immediately and parents of this child will be contacted either by letter or phone.

If, after the initial investigation, a child(ren) has/have had a part to play in a bullying incident/s, then a member of staff will contact their parents - either by letter or phone and it may be that parents are asked to work with the school to support aspects of the pupil's behaviour.

Feedback from parents has been very positive e.g. 'particularly I am impressed by the "Stop Bullying" campaign and the way some minor problems were solved'.

### **For children**

Staff at Papdale Primary School will:

- inform children that their parents will be contacted and involved
- explain to the child that the incident will be recorded
- make it clear that the type of behaviour reported is unacceptable in any circumstances
- explain briefly the steps staff will take when investigating the issue
- involve other members of staff, if relevant, e.g. Class Teacher, Head Teacher, playground supervisor
- support all children involved in the reported incident.





## Procedures for Staff

Staff will follow these main steps when investigating allegations of bullying:

1. Follow up any allegation immediately.
2. Speak to child/ren who has/have been accused of the bullying behaviour, individually. If a group has been accused they too should be interviewed separately.
3. Explain the effect that this behaviour is having on the child/ren who is/are experiencing it.
4. Ask the child/ren involved how they can make things better for the person who reported the bullying behaviour.
5. Speak again to the child/ren who has/hav reported the bullying behaviour to establish the role this person had in the situation. This is significant in deciding appropriate support strategies.
6. Follow up the investigation within a week with all children involved. Discuss ongoing situation and allow time for reflection. Ascertain the need for further intervention strategies.
7. When there is a feeling that the bullying behaviour has been resolved then it is important to get all parties involved to meet together and acknowledge the improvement in behaviour and the efforts that have been made.
8. Discuss with the children the long term aspects of the incident/s rather than regard it as a way of dealing with one incident.

### Staff Development and Training

The Head Teacher will ensure that all staff in the school are well informed of the anti-bullying policy, the procedures in place and how they are implemented.

All staff (including janitors, playground supervisors, support for learning assistants, secretarial, school meals and other auxiliary staff) will be aware of the implications of the school policy on dealing with bullying and promoting positive behaviour.

**Papdale Primary School staff endeavour to take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity.**

## Anti-Bullying Issues Throughout the Curriculum

*From pre-school to Primary 7, from adult to child, Papdale aims to provide a secure environment for children and staff.*

### **Ethos**

Papdale promotes responsible behaviour towards fellow children and staff and the school and its environment. Children are encouraged to develop their social skills and an awareness of childrens' own contributions and those of others. Through opportunities within a Curriculum for Excellence children grow in their understanding of individual rights and responsibilities. These skills enhance their self-esteem and respect for each other.

### **Knowledge and Understanding**

Through learning experiences and participation in active citizenship and religious and moral education, children have a knowledge and understanding of:

- the nature of human rights and responsibilities
- diversity of national, religious and ethnic identities
- the role of voluntary, community and pressure groups

### **Skills**

Through education for citizenship children should develop the following skills:

- be able to justify a personal opinion about an issue
- be able to analyse information and its source
- be able to empathise with the experiences of others
- be able to resolve differences by exploring alternatives
- be able to participate responsibly in the school and the local community
- be able to demonstrate a sense of responsibility for the welfare of their community

### **Methodology**

Children will develop their knowledge, understanding and skills through:

- interactive group work that is age/ability appropriate
- whole class collaboration
- planned cross curricular school programmes
- input from external agencies
- involvement of parents/members of the local community

## Equal Opportunities/Anti-Racial Policy

*Papdale Primary School is committed to providing a high quality education to all children regardless of gender, ethnicity, religion, disability or social background. The school aims to promote positive values and attitudes, understood by all who work and learn in the school.*

We are committed to:

- actively tackling discrimination and promoting equal opportunities
- working with parents/guardians and the wider community to promote good practice

### **Current practice**

The Head Teacher and Depute Heads are responsible for the promotion and monitoring of equal opportunities and anti-racial policies. (Most recent training – Dec 2004/Jan 2005)- refresher to be arranged 2009 – 2010.

Comprehensive citizenship and social studies programmes are in place to explore and develop positive attitudes to cultural diversity.

There are listening systems in place to deal with individual child needs in respect of harassment or discrimination.

All children and staff have the opportunity to participate and engage in discussion, argument and negotiation with those holding differing views.

The equal opportunities/anti-racial policy is underpinned by the school's Behaviour and Discipline Policy which values a fair and consistent approach to all discipline issues.

All staff are familiar with Orkney Islands Council's guidelines related to issues of equality and anti-racial behaviour.



## Homophobic Bullying

Homophobic bullying has been reported in primary, as well as secondary schools. It may be directed at young people of any sexual orientation and at children who have not yet reached puberty. Teachers, parents and other adults in schools may also be bullied in this way.

Homophobic bullying can involve physical or mental violence by a group or an individual. Victims may be male or female. What distinguishes it from other forms of bullying is the language that is used and its abusive and derogatory nature e.g. “gay”, “poof”, “queer”.

Papdale Primary School is committed to:

- using their normal anti-bullying strategies when dealing with homophobic name-calling
- ensuring that these strategies have a place within the context of the school’s preventative policy
- ensuring that the curriculum includes **appropriate** coverage of sexuality

**Teachers are, however, sensitive to the age and emotional development of children and to the cultural practices and religious beliefs of families.**

***Papdale tackles homophobic bullying through promotion of an ethos which is INCLUSIVE and tolerant of difference.***



## Cyber-Bullying

Cyber-bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. It is emerging as one of the more challenging issues facing educators and parents as children and young people embrace the Internet and other mobile communication technologies. It is important to acknowledge however that technology is morally neutral and can be a channel for comfort as well as threats. Whilst technology can be used to bully, the Internet also can be a sanctuary for the victims of bullying by masking their “differences” and allowing them to be part of communities beyond their local one.

In protecting children from cyber-bullying in school, Papdale Primary School aims to safeguard children by:

- Ensuring children do not carry/access mobile phones during the school day
- Providing internet use which is restricted through a stringent filtering system operated by Orkney Islands Council
- Recommending parents visit the website [www.bbc.co.uk/chatguide](http://www.bbc.co.uk/chatguide) for further information on internet safety
- Teaching ‘esafety to all children, using CEOP resources.





## Community Involvement

In acknowledging that bullying is a community issue and not restricted to the school itself, Papdale Primary School offered opportunities for various members of the community to be involved in the consultation process regarding the revision of their anti-bullying policy. There was not a great deal of uptake of this offer, however, the school still believes the community has a role to play in preventing and addressing bullying issues.

*Papdale Primary School recognises and values the role that other agencies and organisations can play in tackling bullying within schools. By working together we aim to improve the wellbeing of those children who suffer the effects of bullying.*



# Anti-Bullying Procedures – Information for Teaching Staff

## How to deal with a bullying claim

1. TAKE THE CLAIM SERIOUSLY.
2. LISTEN to the child/ren who has/have been bullied and make enquiries to clarify what exactly has happened.
3. REASSURE the child/ren that they have acted correctly in reporting the bullying.
4. Make a WRITTEN SUMMARY of the information using the noting concern proforma. (see Appendix V) Decide on appropriate strategies to tackle the problem. Some suggestions are attached to this information leaflet and further resources are available from the staff library (see Appendices VI – IX). Use your judgement to decide whether the issue can be dealt with in class.
5. If these STRATEGIES are unsuccessful then meet with Depute Head Teacher or Head Teacher to discuss next steps e.g. solution oriented based approach, parental involvement, issues of safety.
6. FOCUS ON CHANGING THE BEHAVIOUR of the child who shows bullying type behaviour.
7. SUPPORT the child/ren who has/have been bullied as the problem may continue while the matter is being resolved. Discuss any strategies which could help the pupils deal with the incident or the child who is displaying bullying type behaviour.
8. FOLLOW UP the incident by meeting with the child/ren who has/have been bullied and those who displayed the bullying type behaviour, (a week later) to discuss the situation.
9. MAINTAIN DIALOGUE with member of Management Team dealing with issues of formal recording of incident and any communication with parents .
10. Continue to MONITOR the situation.

*Any issues related to bullying of or by children, parents or other adults should be reported to the line manager or Head Teacher. Staff may also refer to the Orkney Islands' Council Staff handbook or their "Bullying and Harrassment at Work" policy.*



## Creating a Positive Ethos in the Classroom and Around the School

Have clear behaviour expectations - agree on class rules.

Create a climate where children feel comfortable to talk.

Value and hold regular Class Council meetings. Raise concerns at the Pupils Council.

Have an effective listening system e.g. worry/concerns box.

Make children aware of other listening systems throughout the school.

Use drama, Circle Time, praise and reward systems, think books (a personal and confidential diary for each child to write in).

Encourage inclusion.

Listen without prejudice.

Parental Involvement (share good news too!).

Use the curriculum to raise awareness of “bullying issues”.



## Strategies for Dealing with a Child who Feels Bullied

Listening.

Consider a “No Blame Approach” (*see “The No Blame Approach” B. Maines and G. Robinson Page 13 and video - staff room.*)

Focus on finding a solution through discussion with the parties involved.

Use Behaviour Coordinators (BECOs) to identify the trouble spots in and around the classroom.

Observation - identify troubling behaviour and ACT on it.

Build confidence and emotional resilience through various activities (*see “Talkabout” by Alex Kelly - available from SfL.*)

Lunch Club.

Buddy Scheme.

Home School Support Officer (HSSO) - *after consultation with SMT*





## Strategies for Dealing with Child Showing “Bullying-Type” Behaviour

**Many of the suggestions are similar to those highlighted for supporting the child who feels bullied.**

Listening.

Considering a “No Blame Approach”.

Develop an awareness of the effect of the “bullying-type” behaviour (*Bullying - Prim-Ed page xi photocopiable worksheet*).

Use role play to develop empathy (*The Positive Behavior Handbook p27*).

Through Circle Time, offer the child showing “bullying-type” behaviour some positive comments about their own strengths.

Sanctions e.g. loss of Golden Time, withdrawal of duties (e.g. Buddy), detention.

Lunch Club.

Buddy Scheme.

Home School Support Officer (after consultation with SMT).

### RESOURCES

*(available from staff library or as indicated)*

What’s the Score? - very large file but lots of good ideas!

Bullying - Prim-ED - many good ideas (see printed sheet of contents)

The No-Blame Approach by B Maines and G. Robinson

The Positive Behaviour Handbook by L.Cousins and J.Jennings

Talkabout by A.Kelly



## Anti-Bullying Procedures – Information for Non-Teaching Staff

**It is true that reducing the level of bullying in schools is dependent on having an effective whole school policy which involves all members of a school community.**

*All members of the school community have responsibility to recognise bullying and to take action when they see it happening.*

### **If you witness or are told about an incident of bullying.**

- 1. Take the claim seriously.**
- 2. LISTEN to the child/ren who has/have been bullied and clarify, if possible, what exactly has happened.**
- 3. REASSURE the child/ren that they have acted correctly in reporting the bullying. Explain to the child/ren that you will pass on the information to the class teacher and/or to members of the Senior Management Team.**
- 4. PASS ON THE INFORMATION to the class teacher, Depute Head Teacher or Head Teacher, either verbally or by using the attached form. (Forms are available from the school office, staff room or resource room.)**
- 5. Any issues related to bullying of or by adults should be reported to the Business Manager or Head Teacher.**

*Papdale Primary School values a whole school approach where children and adults work together to create an environment where bullying is not tolerated.*

***“Please, NO BULLYING at Papdale  
Thank you”.***



## Papdale Primary School Anti-Bullying Information for Parents

*Bullying happens in all schools. In good schools the fact is acknowledged and policies are developed which aim to make it less likely that bullying will happen and how to deal with it when it does.*

Papdale's anti-bullying policy outlines how the issue is raised within the curriculum and how incidents are dealt with after they have happened. The policy involves the whole school community including children, parents, teachers and non-teaching staff. The policy provides a range of opportunities for children to talk about bullying.

Bullying behaviour of all kinds must be challenged. Everybody must get a clear message that bullying is wrong. Parents, children and teachers expect bullies to be punished, but in many cases punishment can be ineffective or inappropriate. Papdale is focusing on strategies which involve communication and solution based approaches. Circle Time and the Buddy Scheme are two systems which aim to reduce the level of bullying and improve the learning environment.

Papdale encourages the family of a child who is being bullied or shows bullying type behaviour, to work together to find a solution. If a parent is unhappy with the Class Teacher's response, the management team of the school are happy to continue any further discussions. If a parent feels their child is being bullied by an adult employed within the school, the Head Teacher should be informed immediately.

***“Please, NO BULLYING at Papdale  
Thank you”.***



## If You Think Your Child is Being Bullied

1. *Look for tell-tale signs.*

### **A child may:**

- become shy, withdrawn and lack confidence
- develop sudden outbursts of temper or start having nightmares
- arrive home having “lost” school books, money, etc
- arrive home with unexplained cuts/bruises or with their clothes damaged
- become frightened of walking to school or change his/her usual route.
- not want to go to school

2. *Discuss the matter with your child or anyone who can give you more information.*

Make sure the child knows that you understand and are taking the matter seriously.

### **Do not tell a child being bullied to:**

- “just ignore it”
- hit back.

3. *INFORM THE SCHOOL IMMEDIATELY.*

### **Speak to someone at school:**

- Teacher
- SfL Assistant/Teachers
- Depute Head Teacher
- Head Teacher
- playground supervisor
- office staff
- janitors

**Please try to talk to someone as soon as possible.**

**The action taken by the school will depend on the circumstances. The priority is to stop the bullying. Do inform the school immediately if the bullying continues or starts again.**

*If your child sees another child being bullied, he/she should report this to a member of staff in the school. If the child feels unable to do this, please feel free to inform the school so we can investigate the matter.*

## If You Think Your Child Shows “Bullying-Type” Behaviour

1. Remain calm.
2. Remember that children who bully are not necessarily bad. At times even the most pleasant children can bully. They are simply taking advantage of the fact that they find themselves in a position of influence.
3. Try to find out why your child is bullying. Talk to the teacher or anyone who can give you more information.
4. Contact the school. Ask about support for your child and your family. There are other agencies which can give support. The school can advise you on the use of these services.
5. Access some of the following useful information which will help you learn more about bullying.

### **Reading material:**

The following leaflets and others are available from the anti-bullying network –

[www.anti-bullying.net](http://www.anti-bullying.net)

- Focus on Bullying - a document sent out to School Boards by the Scottish Executive.
- Bullying at School - Advice for Families - a leaflet published by the Scottish Council for Research in Education.
- Spotlight 43 - Finding out about Bullying - as above
- Parentline Scotland (0808 8002222) and Childline (0800 1111) also have useful information.

### **Helpful Websites**

[www.childline.org.uk](http://www.childline.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)



DEPARTMENT OF EDUCATION & RECREATION SERVICES

Papdale Primary School,  
Kirkwall,  
Orkney.  
KW15 1PJ

Head Teacher: Jane Bruce



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*Please, NO BULLYING at  
Papdale. Thank you.*

Summary August 2009

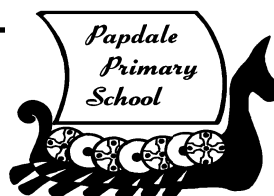
**A whole school approach to preventing and  
responding to bullying.**

***Vision:***

*Papdale Primary School will provide a nurturing environment where children, parents and staff participate in and experience quality learning and teaching.*

---

Tel:- 01856 872650



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## Introduction

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The school ensures that the curriculum addresses issues of discrimination and equality, while creating a positive ethos within and around the school building. Papdale strives to provide a setting where staff, children and parents feel welcome and are treated with care and respect. The school believes that staff and children should be able to learn in a safe, secure environment within a climate of mutual trust and respect.

## The Aims of the Policy

The focus of this policy is to promote positive behaviour and to provide working guidelines to:

- prevent bullying
- deal with bullying
- provide information for staff, children, parents, carers and the wider community.

There are considerable benefits from tackling bullying effectively and consistently at an early stage as it leads to:

- improved safety for young people
- improved standards of behaviour
- improved academic performance
- increased self-esteem and motivation
- improved attendance
- improved partnerships, communication and trust among all parties, and
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The HT will ensure that all staff in the school are well informed of the anti-bullying policy, the procedures in place and how they are implemented.

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Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused or undermined by another individual or group of individuals.

Bullying is behaviour that can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

Bullying can take many forms. Some children are more emotionally resilient than others. What may constitute bullying for some may not for others. It may include physical aggression, intimidation, threatening, extorting, pressurising, name-calling or teasing. Less obvious examples such as ignoring or excluding someone are also regarded as bullying and their possible effects should not be minimised.

Bullying can cause stress and can affect a child's health. Symptoms may include anxiety, headaches, sleepless nights, stomach upset, loss of confidence or self-esteem, depression and not wanting to come to school.

**Bullying behaviour can be sneaky and subtle or can be directed specifically and bluntly at a person or persons.**

## Preventing Bullying at Papdale Primary School

Positive anti-bullying strategies at Papdale Primary School include the development of an ethos in which **all members** of the school's community take responsibility for challenging and reporting bullying.

Within the school, **a positive ethos is set by:**

- a curriculum which encompasses issues of personal, social and emotional health
- giving explicit and consistent messages that bullying is unacceptable
- seeking agreement on what bullying is
- reviewing school life to identify any factors which might allow or encourage bullying
- making sure that the distribution and use of institutional power does not model bullying
- the Buddy Scheme, including a Buddy Bench. And Friendship Stop.

**Children and parents should also report "one-off" incidents that cause upset or hurt, even if it does not constitute bullying. "One off" incidents will be treated seriously as part of the school's procedures on promoting positive behaviour.**



## Supporting Children

**Papdale Primary School recognises that incidents of bullying occur in all schools. In acknowledging this fact, all such incidents are taken seriously and dealt with in an appropriate manner.**

**We will support children who have been bullied by:**

- treating all allegations seriously
- reassuring them that they are not to blame
- supporting them through systems like the Buddy Scheme and peer support
- providing opportunities for friendship formation for isolated children
- creating systems for early identification of vulnerable children
- assigning “named” staff e.g. Home School Support Officer to children who have been persistently bullied
- giving the message, “there are no innocent bystanders”.
- running a Lunch Club for children who find the playground difficult
- providing an Early Bird Bar/Breakfast Bar

## Promoting Positive Behaviour

Consideration should be given to both the discipline and support given to the child/ren who are responsible for the bullying behaviour. Disciplinary procedures against the child/ren are intended to change or modify behaviour rather than label anyone as a bully.

**Such procedures may include:**

- positive behaviour strategies with agreed individual goals to be attained
- class, group or individual discussion with staff about the effects of bullying
- use of Buddy Scheme to support those affected by or involved in bullying behaviour
- daily recording systems
- withdrawal of privileges
- involvement of other agencies and services such as educational psychologists, support teachers etc

**Strategies for resolving bullying behaviour are:**

- searching for educational solutions not problems
- allocating responsibility not blame
- looking forward not back
- focusing on and changing behaviour not personalities
- examining relationship processes, not incidents
- resolving the problem, not establishing guilt.

## Involving Parents

If a child reports a case of bullying, the investigation will be started immediately and parents of this child will be contacted either by letter or phone.

If, after the initial investigation, a child/ren has/have had a part to play in a bullying incident/s, then a member of staff (Senior Management Team) will contact their parents - either by letter or phone and it may be that parents are asked to work with the school to support aspects of the child's behaviour.

## For Children

Staff at Papdale Primary School will:

- inform children that their parents will be contacted and involved
- explain to the child that the incident will be recorded
- make it clear that the type of behaviour reported is unacceptable in any circumstances
- explain briefly the steps detailed below on how staff will investigate the issue
- involve other members of staff, if relevant, e.g. Class Teacher, Head Teacher, playground supervisor
- support all children involved in the reported incident.

## Procedures for Staff

Staff will follow these main steps when investigating allegations of bullying:

1. Follow up any allegation immediately.
2. Speak to child/ren who has/have been accused of the bullying behaviour, individually. If a group has been accused they too should be interviewed separately.
3. Explain the effect that this behaviour is having on the child/ren who is/are experiencing it.
4. Ask the pupil/s involved how they can make things better for the person who reported the bullying behaviour.
5. Speak again to the child/ren who has/have reported the bullying behaviour to establish the role this person had in the situation. This is significant in deciding appropriate support strategies.
6. Follow up the investigation within a week with all children involved. Discuss ongoing situation and allow time for reflection. Ascertain the need for further intervention strategies.
7. When there is a feeling that the bullying behaviour has been resolved then it is important to get all parties involved to meet together and acknowledge the improvement in behaviour and the efforts that have been made.
8. Discuss with the children the long term aspects of the incident/s rather than regard it as a way of dealing with one incident.

**What is bullying?**

**ignoring – (mental)**

**hitting people – (physical)**

**calling people names – (verbal)**

Other forms of bullying are:  
Stealing, teasing, blackmail,  
racism, pushing around,  
threatening .....

**What you SHOULD do  
if you are being bullied.**

Tell a parent, adult or friend.

Ignore the bully.

Stay with friends, don't walk  
around on your own.

Keep a note of what the  
bullies say or do.

Walk away.

**If you see someone else  
being bullied.**

Don't just ignore it.  
How would you feel if it was  
you and nobody helped you?

Tell someone and encourage  
your friends to get support  
and help.

Don't join in.

If appropriate, report the  
incident to your school.

**What NOT to do if you are being  
bullied.**

Keep it a secret.

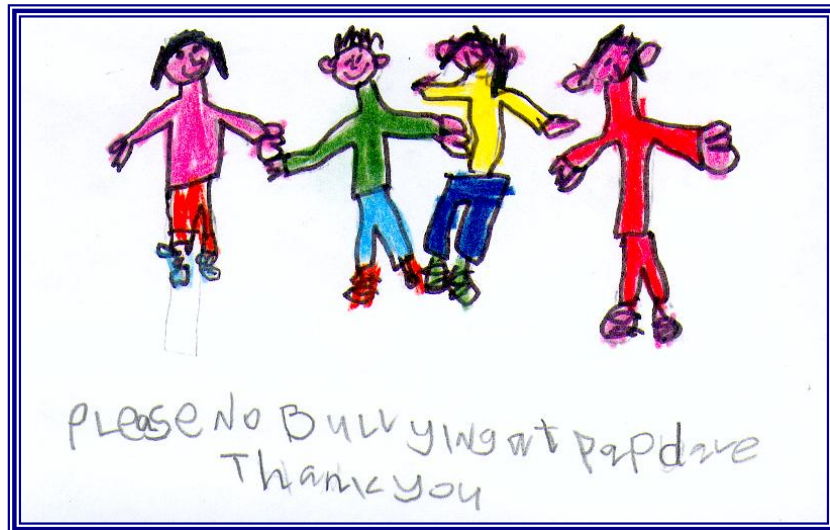
Fight back.

Stop going to school.

Believe what they say.







**If you are being bullied:**

- Tell a parent, adult or friend
- Tell an adult at school eg. teacher, auxiliary
- Put a note in the listening box
- Ignore the bully
- Stay with friends, don't walk around on your own
- Keep a note of what the bullies say or do
- Walk away.

***“Please, NO BULLYING at Papdale  
Thank you”.***





**If you think your child is being bullied:**

- Make time to listen to your child
- Ask questions sensitively
- Talk to your child about what to do next

**If your child is being bullied at Papdale**

- Inform the class teacher
- Contact the school on 872650
- Call at the school office and ask to speak to the Head Teacher or Depute Head Teacher

Advice for parents on bullying is available at various internet sites including [www.bullying.co.uk](http://www.bullying.co.uk) and [www.childline.org.uk](http://www.childline.org.uk) or call childline on 0800 1111

***“Please, NO BULLYING at Papdale  
Thank you”.***



**PAPDALE PRIMARY SCHOOL  
NOTING CONCERN**

**Date:**

<u>Area of concern</u>	<u>Educational</u>	<u>Friendship</u>	<u>Bullying</u>	<u>Racism</u>	<u>Care and welfare</u>	<u>Violence</u>	<u>Behaviour</u>
PUPIL NAME:					CLASS:		
PERSON NOTING CONCERN: (telephone no. if parent)							
NOTES:							
ACTION:							
FOLLOW UP:							

**Staff Name** \_\_\_\_\_

## THE NO BLAME APPROACH

### \* Activity ten

Watch the video



When bullying has been observed or reported then the following steps can be taken:

#### **Step one – meet with the victim**

When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not question him about the incidents but she does need to know who was involved.

#### **Step two – convene a meeting with the people involved**

The teacher arranges to meet with the group of children who have been involved. This will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

#### **Step three – explain the problem**

She tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incident or allocate blame to the group.

#### **Step four – share responsibility**

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

#### **Step five – ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

#### **Step six – leave it up to them**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

#### **Step seven – meet them again**

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

**BULLYING PRIM – ED****Foreword**

**Bullying** has been likened by some commentators to lifestyle physical ailments prevalent in modern society, such as obesity, smoking-related disease, heart disease and even skin cancers. The ‘likeness’ is that, in a majority of cases, adequate and appropriate preventive measures will stop the condition arising altogether. All too often, bullying is treated as a condition only after it manifests itself, rather than pre-emptively, before it actually arises.

**Bullying** is a complex issue. It requires an ongoing education of students to develop skills and strategies to allow them to IDENTIFY, COPE with and, ultimately, PREVENT bullying occurring.

This series provides developmental activities to promote positive attitudes in students, forestalling the development of injurious, bullying behaviour.

Titles in this series:

- Bullying** (Lower)
- Bullying** (Middle)
- Bullying** (Upper)

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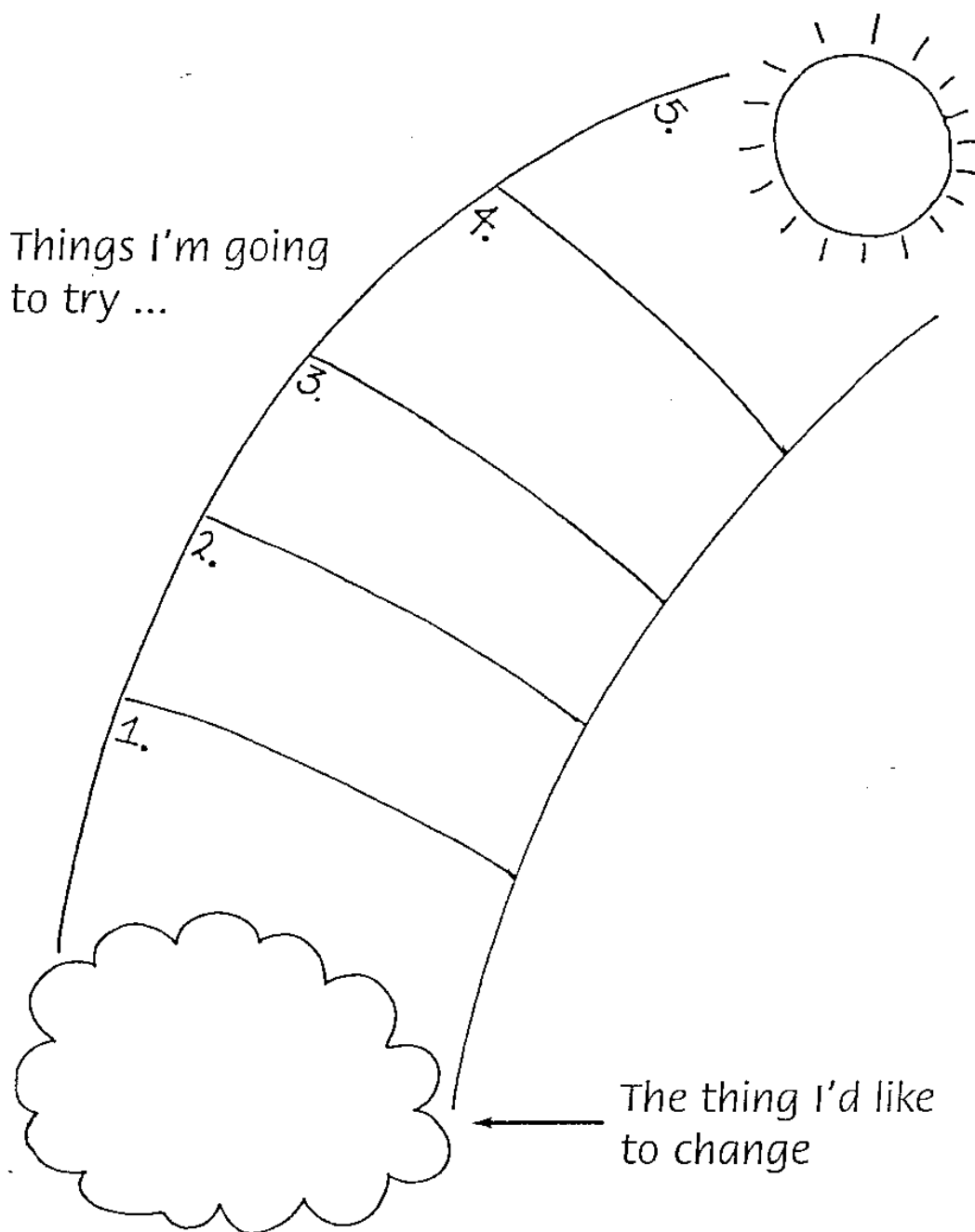
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WORKSHEET – CHANGING BEHAVIOUR

Name	Date
------	------

Ways to change it!





## Drama Scenarios

### **Children need to be able to see things from other people's point of view**

This is crucial if children are to develop acceptable social behaviour. Even babies show some evidence of empathy – they can look concerned or upset if a parent's facial expression shows distress or pain. This is already well established in many of the children in our classrooms. Other children don't have this ability to the same degree, and need our support if they are to develop it. In chapter eight of *Early Childhood Education* (1987), Tina Bruce explores the development of what she terms 'decentration' as a way of enabling children to have moral values and more standards. Part of the role of the adult is to help children take these latent abilities and act upon them. If this hasn't happened at home, you as the teacher need to find ways to move children along this path.

The ideas you can develop in your own classroom will depend upon the age and ability of the children. Think about whether your children would prefer to share their ideas verbally or whether they have good literacy skills and would be happier to commit their ideas to paper first. You can work in small groups and then share one or two ideas with the whole class. You may need to

- Put yourself in the hot seat a few times to demonstrate to the children
- Support them by providing some questions
- Intervene if children diverge too far from the original intentions of the activity.

As with all things, provide variety and praise all efforts.

### **Children need to be able to give reasons for their opinion**

Children who can give a reasoned and reasonable explanation for their actions or behaviour can defend themselves in non-combative ways. They can say what they are feeling and why. They can ask another child to stop doing something or take their concern to an adult and give a clear message.

In discussions and debates in the classroom children can learn how to put together their argument. It's not sufficient to say 'because I like it' or 'because I do'. Children need to learn how to back up their opinion with reasoned arguments and in a confident manner.

A simple technique put forward by Edward de Bono (*Teach Your Child How to Think*, 1992) is PMI.

**P PLUS**  
**M MINUS**  
**I INTERESTING**

He explains this as being '... a perception-broadening tool (attention-directing) which forces a thinker to explore the situation before coming to a judgement' (p128). Start using this as a whole class, oral exercise during a lesson or as a shared evaluation tool after a session. When children are confident, they can use it individually to evaluate their response to a unit of work in, for example, history or science. It should always be used in this specific order, firstly looking for the Plus points of an argument or discussion, then the Minus points and finally the interesting points.

### **Example activities to help children see things from other people's points of view**

*Children work in small groups. Over a series of short sessions each can have a turn at being in the hot seat. The others in the group have to ask questions and the person in the hot seat must answer as if he is that person.*

Imagine you are one of the ugly sisters in the story of Cinderella.

- Why are you so mean to Cinderella?
- Do you think you are better than her?
- Do you like being called ugly?
- How did you feel when the shoe fitted Cinderella and not you?

What does it feel like to be

- A lost kitten?
- A discarded teddy bear?
- An old lady living on her own in a block of flats?
- The winner of a lot of money?
- A mummy with a new baby?

*Children write down a list of words or phrases.*

*They could work in pairs until they gain confidence in doing this.*