

# Stanley School Policy

## Anti-Bullying Policy



General	
Date approved	July 21
Date of Review	July 22

All other Stanley School Policies should be taken into account when following the Stanley School Anti-Bullying Policy.

The Stanley School Anti-Bullying Policy works alongside, and may reference to the following policies;

- Calming Rooms Policy
- Communication Policy
- Moving and Handling Policy
- Managing behaviour Policy
- E-Safety Policy
- Child Protection and Safe Guarding
- Health and Safety Policy
- Incidents and Accidents

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## Promoting a positive ethos in Stanley School

At Stanley School we aim to create a climate where pupils enjoy learning, participate in a wide range of activities, access the curriculum at an appropriate level and achieve high standards. Members of staff work to promote positive relationships, trust and cooperation to secure an enjoyable learning environment where expectations are clear and conflict is minimised. Each child is valued and strategies are based on care and respect for others.

At Stanley School we aim to:

- Foster children's respect for themselves and others
- Ensure that all pupils understand what is meant by good behaviour.
- Provide a positive and enjoyable learning environment, where good work and behaviour is rewarded.
- Work closely with children, parents, carers, governors and other professionals to promote good behaviour.
- Ensure that all staff are aware of the positive and valuable role they play in encouraging good behaviour.
- Staff are required to maintain good order among our pupils and safeguard their health and safety both on the school premises and when involved in authorised activities elsewhere.
- Linked to this duty of care is the requirement to act in "loco parentis" in the manner of a responsible and caring parent.

## Bullying Definition

**Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situation ally defined, with the intention of causing distress for their own gain or gratification.**

**Bullying:**

- Is a form of aggressive behaviour which is often hurtful and deliberate.
- It is persistent, sometimes continuing for weeks, months or even years.
- It is difficult for those being bullied to defend themselves.
- An underlying feature is an abuse of power and a desire to intimidate and dominate.

**In any school** there will unfortunately be occasional examples of bullying between pupils. Of course it does not happen throughout the whole population of the school, but for those who are bullied the experience may be very upsetting or traumatic. The bullying may be:

## Types of bullying

### Physical

Hitting, kicking, scratching, hair pulling etc.; taking or damaging other's belongings.

### Verbal

Name calling  
Insulting  
Repeated teasing  
Threats

## **Indirect or Psychological bullying**

Spreading nasty rumours  
Excluding someone from groups  
Moving away as a person approaches

Failure to speak to acknowledge a person  
The 'look'

Unless checked "low key " bullying such as shoving or name calling can escalate if the bullied pupils respond in a particular way.

Pupils who are bullied tend to disclose to parents, not at school, although in that setting some bullying may be obvious, and some youngsters do disclose incidents to staff. The ability of pupils to disclose that they are being bullied will also depend upon their communication skills.

However, there are some pupils who are shrewd enough to bully out of sight of staff, and staff have to be vigilant and aware of places where bullying can take place. One of the more common places is the school playground. However, bullying can take place in any part of the school, especially at times when supervision is more relaxed, or there are less staff present e.g. break and lunch times. There have been occasions when bullying has occurred on school transport.

At school we have a limited control over behaviour on educational transport, but we should be made aware if incidents happen and will deal with them appropriately. We have control over pupil behaviour in school and staff must be aware when and where bullying is more likely to occur.

## **Possible signs**

- Unwilling to come to school
- Become withdrawn, perhaps even stop eating
- Personal belongings or money continuously going missing
- Refuses to say why s/he is unhappy
- Loses interest in school work

## **Possible effects**

- Loss of self-confidence, low esteem
- Lives are made miserable
- Poor concentration affects learning and achievement
- Tries to avoid other children
- Physical Injury
- Stress and anxiety
- Does not want to come to school

## **How the school responds**

**Recognise the problem and respond immediately** In some instances a prompt response can be enough to stop the bullying escalating.

**Effective communication** between staff is vital. The relevant staff who are in contact with the victim and perpetrator(s) of the bullying should be notified and should be made aware of the problem and the need for extra vigilance.

If the person bullying repeats such behaviour their **parents need to be involved** in tackling this through joint strategies.

**Regular** aggressive, threatening or bullying behaviours will be responded to through the use of a formal behaviour management strategy with the perpetrators.

If need be the planned **contact between the victim and perpetrators** will be reviewed and/or revised.

## Reporting

If bullying becomes a persistent problem all incidents must be recorded and **most importantly what action was taken and when**.

If a **behaviour management strategy** is introduced to address the bully's behaviour then this will be recorded and reviewed in line with the agreed procedures.

## When do we discuss bullying

When appropriate in the timetable.

Immediately after an incident

Registration

Circle times or assemblies as a more general theme.

In PSHE lessons

**For more information and detail, see Wirral Borough Council LEA Policy document "A Whole School Approach to Bullying"**