

## **The Boulders Learning and Skills Centre Anti-Bullying Policy**

DFES definition:

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour rather than an isolated incident. Many pupils experience bullying at some point. The fact that incidents have not been reported to staff does not mean they are not happening. Bullying or other forms of harassment can make pupils' lives unhappy, can hinder their academic progress and can sometimes push otherwise studious children into truancy. In extreme cases it can lead to pupils taking their own lives.

### **The nature of bullying**

1. There are many definitions of bullying, but most consider it to be:
  - deliberately hurtful (including aggression)
  - repeated often over a period of time
  - difficult for victims to defend themselves against
2. Bullying can take many forms, but three main types are:
  - physical - hitting, kicking, taking belongings
  - verbal - name calling, insulting, making offensive remarks
  - indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e mails or text messages on mobile phones
3. Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.

In **racist** bullying, a child is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other pupils from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as "any incident which is perceived to be racist by the victim or any other person". Anti-bullying policies should cover racist bullying and all incidents should be recorded. Incidents can include:

The Boulders Learning and Skills Centre will actively intervene if a case of bullying has been recognised or reported.

Steps to take when bullying is recognised:

- ensure that the situation is quickly under control
- ensure that neither the bully nor the bullied are ignored.
- ensure that the bully is counselled and encouraged to find positive ways of making relationships
- ensure that the child bullied is counselled and has help in raising self esteem. (Circle time or individual counselling)
- encourage a more open climate which listens to children

Most children have strategies for dealing with being bullied. The top three are:

- standing up to the bullies
- ignoring bullies
- show that bullying is not effective

However the most important strategy is finding ways for the bullies and bullied to manage and co-operate together.

Children who bully should:

- be encouraged to remember about times when they might have been bullied
- think about how it felt to be bullied
- consider whether they were old enough to grow out of the need to bully
- depend on adults to help them to stop bullying
- try and improve their relationship with their peers

Adults at The Boulders Learning and Skills Centre should:

- be aware of the problems
- know what is going on
- know what to do
- look at what children write
- ask why a child is sad
- be ready to listen
- react to a problem
- be interested in children's anxieties
- see play fighting, name calling as indicators
- not just say 'ignore it'
- teach children to say good things to each other
- approach bullies and victims alike
- keep a close look out in the playground
- make the issues important and encourage children to speak up
- not encourage competition between children
- look at children's work individually
- react children equally

- disperse argument and encourage discussion
- spend equal time with all pupils
- avoid being bullies themselves
- never join in teasing against single children
- not be too friendly with the stronger members of the group never highlight pupils' weaknesses or differences
- never call a pupil a name that other pupils will use never make people think a pupil is stupid
- never openly dislike a pupil

The Boulders Learning and Skills Centre is not apathetic to bullying. The school encourages positive and empathetic relationships between children. The structure of the school stresses long term strategies that are positive, proactive and integrated. Conflicts are resolved positively and practically with adult intervention which is not adult bullying. All staff show a respect for children and recognise the need to listen.

**JSMay2009**