

**PUPIL SUPPORT
BULLYING**

Bullying is

The continuous, willful act to hurt another person or put him/her under stress. These acts fall into five categories: Physical, Verbal, Gesture, Extortion, and Exclusion.

In almost every case of bullying there is an imbalance and abuse of power. Bullying thrives on secrecy. Within the ethos of Kintore Primary School we would hope that the child would have the security and confidence to approach any member of staff, teaching or ancillary, and be assured of support should any incident occur to him/herself or a peer. Every child and incident should be treated individually and the label 'bullying' never applied lightly.

As teachers we should avoid thinking in stereotypes – there is no such thing as a 'typical' bully. We should also be aware of other common misconceptions, eg

- that bullying does no harm
- that it is character forming
- that the victim often 'asks for it'

Bullying is not

"One off" incidents or arguments/fights between equals in character, stature etc.

STRATEGIES

STAFF

Use your common sense and knowledge of the child to decide what steps to take. You could:

- Lay the situation open to the peer group – the most useful deterrent is other children
- Discuss it with other staff members (remembering auxiliary staff)
- Initially you may decide to interview the victim and culprit separately, bringing them together at a later date if appropriate and agreed by the pupils involved
- Give the child the assurance and confidence to deal with the situation if they can but do remember to check up on how they are coping. Remember the culprit will also need help.

- Reassure the culprit and the victim of their own positive qualities
- All incidences of suspected bullying should be recorded in the incident book. Any real concerns should be discussed with a member of promoted staff and any other class teacher whose pupils may be involved
- Parents will be informed of serious/recurring incidents particularly when it is felt the child requires further help
- Should this unwanted behaviour occur within the classroom setting, teachers should perhaps take stock of their own attitudes/behaviour and the organisation/ethos of the classroom

PUPILS

Teachers can help pupils by reminding them that:

bullies thrive on a sense of power and look for signs of weakness and defensiveness.

A firm rebuff, showing the bully that he/she is not winning, can put a stop to the bullying. **BE ASSERTIVE – NOT AGGRESSIVE.**

bullies depend on silence ... break it

if you watch without doing anything you collude in the bullying

Remember we will never eradicate bullying; we can however give the children strategies to cope (some have these naturally) and we can create an atmosphere that will not allow such incidents to flourish.

The curriculum and the on-going code of practice in the school environment should enable pupils to tackle real or imagined situations. This can be done in a variety of ways:

- Group work
- Drama
- General behaviour and attitudes
- Thinking and acting within the community (reward those who help others)
- Open class discussions about emotions, circle time
- School/department discussions/gatherings/assemblies

Should these break down and the child is facing a situation over which he/she has no control they should:

TELL ... friend, teacher, parents, adult

be assured that no incident is too trivial if they are worried or afraid.

Recognise the truth and that there may be other points of view

Discuss with the adult ways to deal with the situation him/herself. If they are unable to do this the adult should then act.

PROCEDURES

- Staff should deal with situations quickly, quietly and positively. The situation should be followed up in the curriculum or through 'Circle Time' etc
- All incidents should be recorded, even if they at first appear to be isolated – a pattern could emerge through time
- Serious incidents could involve the use of sanctions and involve other members of staff, parents, educational psychologist etc
- Bullying as an unwanted behaviour, has to be discussed openly and frequently:

PARENTS

There will be a statement outlining our definition of bullying, with emphasis on openness and honesty, in the school handbook.

As stated in our Behaviour Policy we would look for partnership and support from all concerned.