

Bhaktivedanta Manor Primary School



Bullying Policy

Lead	Name	Reviewed Date	Date to Be Reviewed
Headteacher	W Harrison	October 2016	September 2018
Governing Body	Members	October 2016	September 2018

Policy for Dealing with Bullying

What is Bullying?

Whilst we regard bullying as particularly serious and we will always take firm action against it, we believe that it is not helpful to regard bullying as abnormal or evil.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet) and is often motivated by prejudice against race, gender, sexual orientation, because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Stopping any physical safety of all pupils is a first priority but emotional bullying can be more damaging than physical and staff must make their own judgements about each specific case.

Bhaktivedanta Manor is a caring school that encourages Respect for all in line with our Vaishnava principles and the ethos of the school.

“Many of us will remember standing back and at least colluding with, if not participating in, some hurtful behaviour towards another person because it increased our own sense of belonging or identity that we were not the one being rejected...A willingness to step outside a peer group and stand alongside someone who is rejected and hared takes strength and courage. It puts the “rescuer” at risk of rejection himself/herself and the success of his/her stand is likely to depend upon his/her social or physical status. We are likely to take this risk only when we identify with the distress of the victim and when we feel that our intervention is likely to bring about some change; when we feel involved and powerful” – Maines & Robinson, The No Blame Approach, 1991

When a group of children interact, the dynamics of the group strive to produce a leader. The establishment of power within the group may lead to behaviour patterns which we recognise as bullying.

Bhaktivedanta Manor is a “telling” school and we encourage children to report any

incidents of bullying.

Bullying can be physical, verbal or emotional and can be by a single person or by a group.

We aim to eliminate any unlawful discrimination, harassment or victimisation based on age, gender, disability, race, religion or belief, sex and sexual orientation.

Incidents of bullying can include:

- Name calling
- Malicious gossip
- Damaging or stealing property
- Coercion into acts which the victim does not wish to do
- Violence and assault
- Pinching and kicking
- Jostling
- Teasing
- Intimidation
- Extortion
- Ostracising
- Damaging school work and equipment

Bullying is not random “one off” occurrences of this behaviour. It is the certainty that the behaviour will be repeated that makes it so traumatic.

Early signs of distress include:

- Withdrawal
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrival
- Bed wetting

GUIDELINES

Each year group will undertake a scheme of work designed to raise children's awareness, promote acceptable behaviour, recognise and develop strategies for dealing with bullying and promote the concept of a "telling" school.

A Kidscape program will be held in the school once a year with representatives from ISKCON Child Protection team as well as other professional guest speakers. The activities include use of videos, role-play, poetry, novels and the development of a Charter of Children's Rights

The PSHE Policy of the school will develop a caring, co-operative ethos and ensure that opportunities for sharing concerns and discussing issues arise within the secure and caring environment of the classroom. These strategies will foster the good practice of Equal Opportunities.

THE "NO BLAME APPROACH"

The School's Policy for dealing with incidents of bullying is advocated by Barbara Maines and George Robinson in their publication, The No Blame Approach, (Lame Duch Publishing). When bullying has been observed or reported the following steps are taken:

1. **Interview 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.
2. **Convene a Meeting with the people involved** – The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.
3. **Explain the Problem** – The teacher 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 the teacher discuss the details of the incidents or allocate blame to the group.
4. **Share Responsibility** – The teacher does not attribute blame but states that

she knows that the group are responsible and can do something about it

5. **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.
6. **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
7. **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.

Framework for Anti-Bullying Campaign

We will work towards the prevention of bullying by:

- Raising children's awareness through the curriculum particularly in PSHE and the use of Circle Time Encouraging the caring and nurturing side of children
- Working for a caring, co-operative ethos
- Discussing friendships
- Ensuring adequate supervision of playgrounds
- Positively encouraging caring and discouraging bullying
- A Kidscape week where we highlight bullying through dramas and workshops
- Educating the children about safe use of the internet and about Cyber-bullying

We use as guidance the publication "Bullying: don't suffer in silence" which is kept in the school office.

Formal Procedure for Complaints

- All complaints are to be passed to the class teacher
- All incidents and subsequent discussion with children are to be recorded
- Parents will be informed and the action taken explained if this is considered to be appropriate
- Bullying will be dealt with by the "No Blame Approach" described in the guidelines
- If the behaviour continues, action in accordance with Bhaktivedanta Manor

Primary School's Behaviour Policy will be taken

- This strategy allows those children who were condoning the bullying just to feel part of the group, to understand how awful things are for the victim, and begin to think of ways to make them feel better. These children can then change the way in which the group works. The bully can either organise the good behaviour to maintain his/her leadership within the group or back down, allowing the good patterns of other children to prevail.
- Most bullying does not involve serious physical violence. However, if this should occur, the usual sanctions described in the school's behavioural policy would be applied
- If the "bully" is considered to be seriously disturbed or is a persistent offender, support or specialist help will be sought
- Some victims may behave in a way which seems to invite bullying. Any child who has poor social and friendship skills or who is very unassertive, will be offered help and support in order to learn appropriate social interaction. Circle time will be used to help pupils co-operate, support and discuss concerns.

Principles of Good Practice followed in the school to Combat Bullying

- **Involving parents** to ensure they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe their child is being bullied
- **Involving pupils** - Promoting the self-esteem of the children (through praise for good behaviour, rewards, every child is valued for something during the year) as well as in celebration assembly. All pupils understand the schools' approach and are clear about the part they can play to prevent bullying including when they find themselves a bystanders.
- **Regular evaluation** – updating policies and taking accounts of developments in technology etc
- **Openly discuss differences** between people that could motivate bullying
- **Use specific organisations** or resources for help with particular problems
- **Work with the wider community** – police and children's services if necessary to support the pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child doing the bullying.
- **Make it easy for pupils to report bullying** so they are assured that they will be listened to and incidents acted on
- **Celebrate Success** – creating a positive ethos around the school
- **Create an inclusive environment**
- **Confidentiality** is observed by all
- **Clear ground rules** are established for behaviour in the class and beyond
- **Mediation** by peers or older children who are neutral can sometimes be

encouraged

- Mediation training has been done by headteacher and she can be called upon to implement these skills
- **Counselling** is used and can be called upon to help resolve situations through
- **Group work and circle time**
- **Creative play therapy** weeks for groups of children to develop their confidence and self-esteem and sense of self-discovery and self-worth. This creative play therapy uses their imagination and teamwork and explores using a different language to express themselves. It is safe experiential learning using different modalities which enhances the children's communication skills and freedom of expression. These are conducted at least 2x in a year with a trained Creative Therapy practitioner (Sarva Mangala and Sri Kama)
- **Regular communication/meetings** with lunchtime supervisors (once a term)
- **All incidences of bullying are recorded** in an incident book so that we can monitor number of incidences

When pupils do not respond to preventative strategies sanctions which may be applied include

- (1) Withdrawal of break and lunchtime privileges
- (2) Withholding participation in any school trip or sports event

Policy first written in June 2003 with reference to "Bullying don't suffer in Silence" and expected to be reviewed at least every 2 years.

Last Reviewed Oct 2016

Next Review Oct 2018