

Christchurch Primary School



Anti-Bullying Policy

Date ratified by Governors:	Autumn Term 2022
Review Date	Autumn Term 2023

CHRISTCHURCH V.A. PRIMARY SCHOOL

ANTI-BULLYING POLICY

This policy follows INSET, staff discussion, PowerPoint presentation and consultation with pupils, school council, parents and Governors.

This policy was developed through inset and PowerPoint presentation/discussion with parents and governors and is reviewed and monitored through consultation with the whole school community and applies to all members of that community. Members of the school community are:

Pupils

Teachers (both permanent and supply teachers, and specialist teachers e.g. for music, dance and drama)

Teaching Assistants

Behavioural Support Assistants

Office Staff

Playground supervisors

Canteen staff

Caretaker

Parents/carers

School Governors

Christchurch primary is committed to creating and sustaining a safe, positive and inclusive environment for all pupils, staff, parents/ carers.

All children, whatever their race, sex, beliefs, and physical and mental abilities, have the right to grow up unharmed, to have the opportunity to develop fully and to have their basic needs met. They should be respected in body and mind and their safety and well being ensured. The responsibility to protect the rights of the children rests with us all, this is particularly so in respect of bullying, where an approach which involves the whole school is essential.

Rationale

This policy aims to ensure that all those connected with the school are protected from bullying behaviour. The ongoing and long-term aim of the policy is to reduce the number of pupils who experience bullying through increasing awareness of this behaviour, its causes and consequences in the pupils, staff, parents and carers who make up the school community, and to help pupils find and put into practice a series of solutions to the problem of bullying.

The policy also aims to ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them, with regard to bullying.

Everyone at Christchurch School has the right to feel welcome, secure and happy. The United Nations Convention on the Rights of the Child (UNCRC) ensures that every child needs to have a safe, happy and fulfilled childhood.

Only if this is the case will all members of the school community be able to achieve to their maximum potential.

We are therefore committed to-

- ✓ Prevention- sending out a clear message that negative behaviour is anti- social, unacceptable and will not be tolerated by the school.
- ✓ Promoting a positive ethos within our school, which fosters the development of skills and self esteem, will therefore be our goal, raising awareness by making pupils, staff and parents aware of the different forms of bullying and having clear statements of responsibility for pupil care and welfare.
- ✓ Sharing information- by encouraging pupils to confide in staff and or parents/ carers, having clear procedures for dealing with matters of concern.
- ✓ Developing procedures-by having clear lines of communication and referral for incidents and information and referring the matter to relevant staff.
- ✓ Monitoring the situation- by ensuring that all staff are vigilant and that the policy is reviewed on a regular basis and responding in an appropriate manner to all concerns that are raised.
- ✓ Support- providing those who have experienced bullying with the support they need.

Definitions of Bullying

What is bullying?

There are hundreds of different definitions of bullying in existence, all of which vary in tone, emphasis and breadth of scope, but factors that are common to most of them are:

An acknowledgement that “bullying” covers a wide range of actions between and across individuals and groups; and that these actions are characterised by physical, emotional, psychological and/or sexual forms of violence and suffering.

That bullying involves a power differential being recognised and exploited by the individual or group who are bullying;

That bullying usually involves a systematic campaign to weaken and undermine an individual or group.

Bullying can take many forms, but three main types are:

- **Physical** - hitting, kicking taking belongings, sexual harassment or aggression
- **Verbal** - name calling, insulting a person’s family, making offensive remarks, constantly putting a person down.

- **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.
- **Emotional/ psychological** – Excluding someone from a group, humiliation.
- **Racist** – insulting language/ gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti, racially motivated violence.
- **Sexual** – sexually insulting language/ gestures, name calling, graffiti, unwanted physical contact.
- **Homophobic** - insulting language/ gestures based on a person's actual or perceived sexuality, name calling, graffiti and homophobic violence.
- **Electronic** – bullying by text message, internet (chat rooms and instant messenger services).

Bullying is the abuse of power by one person over another.

All of the types of behaviour listed above are unacceptable and will not be tolerated at Christchurch Primary School.

Most people associate bullying with bad behaviour in the playground, but children use many different ways to put each other down. Sometimes children will say 'he bullied me'. This can refer to a single incident and while that can be bullying, bullying is often more long term.

Bullying is about groups or individuals deliberately making others feel bad about themselves, over a period of time. Victims often feel unhappy and usually frightened. Threats can be worse than actual attacks. It is not only children who bully. There is workplace bullying and bullying in the home, one form of which is domestic violence.

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, text messaging, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

Anyone can be bullied; however children who behave differently or look different in some way are picked on more frequently.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Christchurch School's definition of bullying as stated below has been developed in consultation with representatives of all sectors of the school community.

Bullying is when one or more people physically, emotionally or psychologically hurt or cause harm to a person who is in a weaker

position than him/her/them, and so is less able to defend himself/herself. Bullying usually happens over a period of time, and consists of a series of different incidents.

Indicators of Bullying

Indicators displayed by young people who are being bullied

Physical

Physical injuries that the child cannot or will not give a convincing explanation for (e.g. cuts and bruises, pain in arms and legs), particularly if the child is often injured. It may also be noticed that the child was uninjured at the start of the school day, but has sustained an injury since arriving at school. Cuts, bruises, bite marks and cigarette burns can also be the result of self-harming as a response to bullying or child abuse.

Torn or damaged clothing (for example, clothing that has been soiled or graffitied on). Again, the child may be unable/unwilling to explain how the clothes were damaged.

General physical ill-health is often a sign of emotional and psychological stress. Pupils who are being bullied may spend a lot of time off school due to vague illnesses (e.g. tummy-aches, head aches, feeling sick, colds). They may also make regular requests to be excused from lessons or to be sent home due to such illnesses.

Emotional signs

Mood swings or apparent changes in personality. Obviously everybody experiences mood swings, particularly during adolescence, but as teachers have regular contact with specific pupils they will be in a good position to notice any extreme mood swings or personality changes.

Constant anxiety/nervousness.

Depression – you may observe that one of your pupils seems depressed, or a pupil may complain to you of feeling depressed.

Tearfulness for no apparent reason.

Lack of confidence and negative self-image. Pupils who are being bullied often put themselves down and devalue their own abilities.

Hostility and defensiveness. Young people who are being bullied may complain of feeling or seem to feel picked on.

Behavioural signs

The experience of being bullied often causes pupils to have very confused feelings. Pupils who are being bullied sometimes respond by withdrawing into themselves and sometimes by lashing out. Many pupils who are bullied manifest both these behaviours.

Withdrawal & self-abuse

Being generally withdrawn (including withdrawal from physical contact with other pupils; avoiding eye contact when and general nervousness; reluctance to communicate).

Less active and effective participation in lessons and after-school activities and/or frequent unexplained absences. Pupils who are being bullied may find

it increasingly difficult to focus on both class and homework. They may seem to have opted out.

An inability to concentrate. The increased anxiety experienced by pupils who are bullied can result in their seeming distracted.

Eating disorders, e.g. comfort eating or denying himself/herself food. You may notice a pupil's eating habits change, or be aware that he/she has suddenly gained or lost a significant amount of weight.

Alcohol and/or drug use (this can sometimes be a coping mechanism or a result of peer pressure). Of course alcohol or drug use are unacceptable at school, are listed by the DfEE on the National standard list of reasons for exclusion and have to be dealt with seriously. However, it is important to be sensitive to the reasons that a pupil may be using alcohol or drugs to ensure that you are not simply penalising him/her and contributing to his/her feelings of exclusion and isolation. □ Self-harming.

Lashing out & abuse of others

Behaving in a disruptive and challenging way during school time.

Behaving or starting to behave in a bullying way towards other pupils and/or staff.

General

The young person may frequently “lose” money, possessions, items of clothing and equipment.

The young person appears tired and lethargic and may complain of sleep disturbance/insomnia; or alternatively may seem hyperactive with too much energy.

Young people who are experiencing bullying on their way to and from school may go out of their way to avoid other pupils at the beginning and end of the school day. For example, they may start arriving to take part in activities much earlier or later than other pupils, and leaving before or significantly after others, to avoid meeting the pupils who are bullying them.

A pupil who shows one or more of these indicators is not necessarily being bullied, but these signs are a good indication that something is causing that young person difficulty and distress. It is our responsibility to find out what is bothering that pupil and support them in accessing help.

Many of the indicators listed above are also common to young people experiencing abuse at the hands of an adult. If, for any reason, we suspect that one of our pupils is a victim of abuse as a result of following up on indicators that we have observed, or if the pupil discloses abuse to us then we will act in accordance with our school's Child Protection Policy.

Children who bully

Bullying is a way of getting power. Maybe the child, at home or in the classroom feel powerless, so, without knowing why, they bully. This may make them feel good about themselves and may be the one occasion when they are looked up to. Other children might get drawn into by a group or gang and may want to get out, but don't know how. These children need help to get

out.

Some children have no idea that they are bullying. It can be that they are unhappy about themselves or their lives. What they are doing is normal to them and they have never thought about the other child's feelings. They need help to develop empathy.

Indicators displayed by pupils who are bullying

Physical

Using physical strength/physical presence to intimidate, influence and impress other pupils.

Emotional

Refusal/inability to empathise with others.

Desire to be in control. Pupils who bully often display a need to be in charge of events and an inability to share leadership or work cooperatively with others. They may be able to work with others, but only on their terms. Inability/refusal to accept responsibility for actions. In a bullying situation, they often express the opinion that the responsibility for bullying lies with the victim, that it is his/her fault for being weak or not standing up for him or herself. A tendency to relate to others in a negative way, e.g. persistently making negative comments about other people's appearance, intelligence, ability, family, behaviour, etc.

Behavioural

Professing an exaggeratedly high self-opinion. Many young people who bully have a low self-esteem and bully in order to exert their will over others and give themselves a sense of power and superiority. They often brag about their exploits and abilities to cover a low sense of self-worth, professing indifference for areas and activities in which they do not excel. This may involve ridiculing other children and young people who have strengths in these areas.

Once again, a pupil who shows one or more of these indicators is not necessarily bullying, but they are displaying and supporting behaviours and attitudes that impact on other pupils and themselves in a negative way. It is important that individual teaching staff and the school community as a whole challenge these behaviours and attitudes, both directly (through conversations with the pupil in question) and indirectly (through teaching practice and the content of lessons).

How we handle bullying at Christchurch School

When bullying is reported it will be taken seriously.

Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.

Staff will work with the young person or people who are bullying to change the bullying behaviour.

Wherever possible, staff will work with the parents/carers of any pupil who is being bullied to support and encourage that pupil in finding solutions to the bullying.

Wherever possible, staff will work with the parents/carers of any pupil who is bullying to support and encourage that student in finding alternatives to the bullying behaviour.

Staff will try to involve staff from outside agencies (e.g. Trehafod, etc.) in supporting pupils who are experiencing bullying or who are bullying.

Excluding pupils from school is a last resort. If particularly serious victimisation, abuse and intimidation, or physical bullying against pupils who carried out the bullying will have to be suspended from school activities while it is investigated and solutions are sought. If the solutions have no effect, or if the bullying was so severe that it would be harmful to the rest of the school community to allow the suspended pupil to return to the school, he/she may have to be permanently excluded, in line with Local Education Authority guidelines.

Whole school approach

All members of the school community have a responsibility for preventing and addressing bullying. We acknowledge that a poor educational environment and school ethos can have a detrimental effect on behaviour. Staff will therefore endeavour to ensure there is an emphasis on promoting positive behaviour, creating a culture of praise, social awareness and a healthy work ethic in the school. We will seek to do this by using the following strategies to reduce bullying:

- ✓ Creating good order, conducive to learning in all classes
- ✓ Creating interest by adopting a variety of teaching methods and sound, meaningful assessment of achievement, always emphasising the positives.
- ✓ Providing through out the school year social, cultural, sporting activities which encourage pupil motivation and enhance well being.
- ✓ Minimise comparisons between children in terms of academic or sporting achievement.
- ✓ Organise the school community to minimise opportunities for bullying
- ✓ Promoting the virtues of individuality, tolerance, social responsibility and consideration for others.
- ✓ Good communication with parents and others.
- ✓ Promoting care of younger pupils by older ones.
- ✓ Fostering a sense of belonging.
- ✓ By continuing buddy systems, peer supporters, group work, circle time and through school council evens and meetings.

At Christchurch School we believe that bullying should be discussed as part of the curriculum, however teachers are required to follow the general strategies to deal with the problems, which are described below.

- Never ignore suspected bullying
- Don't make premature assumptions
- Listen carefully to all accounts — several pupils saying the same thing does not necessarily mean they are telling the truth

- Adopt a problem-solving approach which moves pupils on from justifying themselves
- Follow up repeatedly, checking bullying has not resumed

It may be necessary on occasion that stronger measures are needed in the more serious and persistent cases.

At Christchurch school the curriculum is used to:

- Raise awareness about bullying and the anti-bullying policy
- Increase understanding for victims, and help build an anti-bullying ethos
- Teach pupils constructively how to manage their relationships with others
- Explore such issues as:
 - Why do people bully each other?
 - What are the effects of bullying on the bullied, on bullies, and on bystanders?
 - What can we do to stop bullying?

Care is taken to include ALN pupils in curriculum work about bullying in an appropriate way for their individual needs.

The schools Personal and Social Education programme stresses the importance of respect, both self respect and respect for others. It emphasises the development of interpersonal skills and demonstrates how being assertive is much more effective than being aggressive. These issues are also addressed through circle time activities, drama, history, religious education and creative writing within class.

The local police liaison officer comes to school on a regular basis to talk to all pupils about bullying.

The school provides a supervised recreational area at break times and lunch times where pupils who feel vulnerable, can sit and talk to others. Pupils who do not have anybody to play with can go to the 'Buddy Bus Stop' to find others who wish to play.

KEY STRATEGIES

We draw on the following strategies which are adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

These strategies might not remain appropriate if there has been violence and *tougher measures* will then be needed. Many strategies for older pupils can be used, with adaptation, for younger ones.

i) Cooperative Group Work (CGW) — from age 5

This is integrated into normal classroom practice, pupils are given opportunities to :

- Explore issues and controversies by considering different points of view
- Be more tolerant of others and more willing to listen
- Trust those of the opposite gender and those from other ethnic groups
- Become better integrated into the peer group

Children work together on shared tasks, involving cooperation and individual accountability. Activities include trust-building exercises, cooperative games, problem-solving activities, discussion groups, role-play and simulations. All share some essential aspects:

- Pupils work together and help one another, managing conflicts within the group
- There are tasks needing a group effort
- Children share information and divide work towards common goals
- Roles vary within groups: leading, minuting, problem-solving, tidying up

ii) Circle Time — from age 5

Time is set aside each week for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity. Circle Time:

- Creates a safe space to explore issues of concern
- Explores relationships with adults and peers
- Enhances effective communication
- Affirms the strengths and enhances the self-esteem of each member

Circles last for 20-30 minutes, at the beginning or end of a session. Participants listen carefully, making eye contact with one another, and address particular problems — for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules which encourage the group to:

- Focus on their own feelings and those of others
- Listen to one another, and tolerate each others' views
- Learn to take turns
- Discuss difficult issues using a problem-solving approach

iii) Befriending — from age 9

Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred. Befrienders:

- Need friendly personal qualities
- Give support with emotional and social problems — newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded

iv) Mediation by adults — from age 9

Methods focus on pupils who have been bullying others regularly for some time, *as well as* those being bullied. The overall aim is to establish ground rules that will enable the pupils to coexist at the school. There is a simple script available:

- Hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions — the bullying pupils first
- Get agreement from each that the bullied pupil is unhappy and that they will help improve the situation — if they cannot suggest ways to do this, be prescriptive
- Chat supportively with the bullied pupil — helping them to understand how to change if thought to have 'provoked' the bullying
- Check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour — at this stage participants usually cease bullying
- Check whether the bullying starts again or targets another pupil
- If bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or a change of class

v) Mediation by peers — from age 7

In a structured way, a neutral person helps voluntary participants resolve their dispute. The aims are to:

- Enable victim and bully to identify problems and solutions, defusing tension between peers
- Ensure that all involved come away with a sense that the outcome is fair to both sides

Trained peer mediators can solve problems between pupils. The usual process is:

- *Define the problem*: in turn, participants describe their perspectives — without interruption, but within set time limits. The mediator clarifies the feelings of each participant and then summarises what has been said
- *Identify key issues*: listed on paper, divided into conflict and non-conflict issues
- *Brainstorm possible options*: both parties suggest solutions, which are written down. They consider the implications, for themselves and each other
- *Negotiate a plan of action and agreement*: the mediator asks which solutions will most likely satisfy both parties. One solution is identified

and a written agreement is made and signed by all participants. Both parties shake hands

- *Follow-up*: evaluate outcomes

Agents of Change- KS2

Peer Supporters

Standing up to bullying behaviour

The school is committed to stopping bullying behaviour and to do this we need everybody's help. Here are the things that every member of the school community can expect from the school and the things that are expected from each member.

Pupils

As part of this school community pupils have a responsibility to help to combat bullying by supporting other pupils when they are vulnerable.

What to do if you know another person is being bullied:

- Tell a teacher about the bullying or
- Write down the details of the bullying in the 'comment boxes' around the school. (Who is being bullied, how, when and where the bullying is happening/ happened and who is doing the bullying)
- Tell a peer supporter.
- If you are ever worried, do not hesitate to tell a member of staff (any adult that works at the school)

What to do if you are being bullied:

If you are being bullied, you can expect that:

- You will be listened to and taken seriously.
- Action will be taken to help you stop the bullying.
- You will be given the opportunity to talk about the way the bullying has made you feel.
- You will have regular meetings with staff to make sure that the action taken to stop the bullying has worked and that you are happy with how things are going.

Pupils who are bullying

Bullying behaviour has no place at this school. If you are involved in bullying, you can expect that:

- Your bullying behaviour **will** be challenged.
- You will be treated fairly.
- You will be given the opportunity to change your behaviour and encouraged and supported in doing so. This means:
- You will be expected to work with staff to look at the reasons why you have been bullying and to find and put into practice other ways of behaving.

- You will have regular meetings to review your behaviour.

Parents/ Carers

Staff will do their best to address any concerns you may have about bullying; and you will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable. Staff will aim to have regular communication and consultation with the parents/ carers of the pupils.

If your child is being bullied you can expect that:

- You and your child will be listened to and believed.
- Staff will do their best to address any concerns you may have.
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying.

If your child is bullying another pupil you can expect that:

- You and your child will be listened to.
- Your child will be treated fairly.
- Your child will be expected to change his/her behaviour and supported and encouraged in doing so by staff.

Adults/ Staff

It is important that when dealing with any known or perceived act of bullying, the adult should do so without prejudice. All attempts should be made to establish the facts and the victim should feel supported. There are a number of steps to be considered by the adult who comes across the bullying:

The Victim

The adult should where possible:

Assure the victim that an effort will be made to stop the bullying

Reassure the victim that the bully's actions were unacceptable

Ensure that the victim does not believe the taunts of the bully

Begin rebuilding the victim's self-esteem

Give the victim feedback about the action that has been taken

The Bully

Remain calm (reacting emotionally may add to the bully's fun)

Ensure that the bullies are quite sure that their behaviour was considered unacceptable

Make sure the bully knows what sanctions will be applied if a further instance of bullying occurs

Explore the bully's reasons for bullying

Support the bullies in their attempts to change their behaviour

Ensure adults display appropriate role models

Procedure for disseminating information about incidents of bullying

An individual teacher's/ adult's judgement will be required when making the decision to inform other members of staff. If appropriate the adult should inform both the head teacher and the child's own teacher. The head teacher should decide whether or not the matter requires further action. It might be

decided that the teacher on yard duty needs to be informed of a particular incident that may reoccur later in the day, or that the head teacher may wish to inform parents of a particular incident.

Reluctance to report bullying

Children and young people tend to be extremely reluctant to report bullying when it occurs. Factors behind this reluctance include previous negative experiences of reporting where adults have failed to listen to, respect and address young people's individual fears, concerns and experiences of bullying (including a failure to take any action to stop the bullying or taking insensitive action that makes the problem worse for the young person).

At Christchurch School adults take this seriously and work to establish trust through:

- ✓ Actively consulting children
- ✓ Listening to children
- ✓ Publicising procedures for dealing with bullying
- ✓ Dealing with all incidents of bullying in a way that is consistent with those procedures.

Principles of good practice

At Christchurch School we aim to incorporate prevention as well as reaction into anti-bullying work.

Since bullying happens so often in situations where adult supervision is limited or non-existent, anti-bullying initiatives seek to build an understanding of bullying's causes and consequences, and equip young people with alternatives to bullying and responses to being bullied that are tried and tested and that they can enact themselves in situations where they do not have immediate access to adult help or intervention.

At Christchurch School

- The self-esteem of children and young people is promoted
- Projects involve the active commitment of more than one member of staff
- Confidentiality is observed by all
- Clear objectives and ground rules are established for all aspects of the project, through discussion and agreement
- Criteria are established for selecting peer supporters
- Parents are informed about the project and their child's participation

The behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that irritate others. They may be easily roused to anger, and fight back when attacked or even slightly provoked — and they

may be actively disliked by a large number of classmates and adults, including the teacher. They may also bully weaker pupils.

At Christchurch School we encourage parents and teachers to cooperate in identifying such behaviour. The pupil needs improved social skills: assertiveness, conflict resolution and stress management are all worth developing. Friends could give feedback on annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

Where pupils do not respond to preventive strategies to combat bullying, the school will need to take tougher action to deal with persistent and violent bullying. As part of our discipline policy, we have a sufficient range of sanctions to deal with this type of bullying. The whole school community knows what sanctions will be taken. They are fairly and consistently applied. Sanctions include:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Fixed period exclusion

Where serious violence is involved, the head teacher can and should normally permanently exclude a pupil.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school).

Parents are reminded regularly through letters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at Christchurch School, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources such as the Behaviour Support Service, Trehafod community psychiatric nurse to support our action.

This policy is seen as an integral part of our Behaviour and Discipline Policy, and will be reviewed every two years..

APPENDIX**STAFF GUIDANCE*****THE VICTIM***

The adult should where possible:

Assure the victim that an effort will be made to stop the bullying

Reassure the victim that the bully's actions were unacceptable

Ensure that the victim does not believe the taunts of the bully

Begin rebuilding the victims self esteem

Give the victim feedback about the action that has been taken

Listen, observe, do not increase the stress on the victim by demanding details, information etc.

THE BULLY

Remain calm (reacting emotionally may add to the bully's fun)

Ensure that the bullies are quite sure that their behaviour was considered unacceptable

Make sure that the bully knows what sanctions will be applied if a further instance of Bullying occurs (care needs to be taken when administering sanctions as reacting aggressively or punitively gives the message that it is alright to bully if you have the power.)

Explore the bully's reasons for bullying

Support the bullies in their attempts to change their behaviour

Investigate the possibility that the bully is compensating for some perceived inadequacy ensure adults display appropriate role models

SOME THINGS TEACHERS AND PARENTS CAN DO FOR A VICTIM

1. Assure the victim that an effort will be made to stop the bullying
2. Reassure the victim that the bully's actions were unacceptable
3. Ensure that the victim does not believe the taunts of the bully
4. Begin rebuilding the victims self esteem
5. Give the victim feedback about the action that has been taken
6. Listen, observe, do not increase the stress on the victim by demanding details, information etc.

SOME THINGS TEACHERS AND PARENTS CAN DO WITH BULLIES

1. Ensure that the bullies are quite sure that their behaviour is considered unacceptable
2. Make sure that the bully knows what sanctions will be applied if a further instance of bullying occurs
3. Explore the bully's reasons for the bullying
4. Support the bullies in their attempts to change their behaviour
5. Investigate the possibility that the bully is compensating for some perceived inadequacy
6. Engage them in social skills training
7. Ensure adults display appropriate role models.