

Anti Bullying Parent/Carer workshop



Happy together, safe
together, learning together...

...where all members of the Craylearning
community feel happy and safe to take risks
in their learning, learn from their mistakes
and develop the skills to prepare them for
their future, as lifelong learners.



In order to clarify whether a child's actions can be deemed as bullying, the Craylands School uses the 'rude, mean, bullying' guide.

is it
BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's
RUDE.

When someone says or does something *intentionally* hurtful and they do it once, that's
MEAN.

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you're upset—that's
BULLYING.

Rude

- Unintentional
- Hurtful
- One-off

Mean

- Intentional
- Hurtful
- One-off

Bullying

- Intentional
- Hurtful
- Happens more than once, even when you ask them to stop or show that you're upset.

In a game of four square,
John calls Mark a name
because he got him out; they
get on with each other
afterwards.

Each time, over the space of a week, Ramon is told she can't sit with a group of girls in her class to eat lunch; she gets upset in front of them but they continue.

Sarah falls out with Georgia so finds Louise and calls Georgia a name. Louise then tells Sarah. The next day, the girls make up and apologise to each other.

John call Dean 'chocolate' face –
John denies that he called Dean that
because of his skin colour.

Sam has special educational needs which results in her not being able to control her behaviour at times. She can play roughly with other children but doesn't necessarily mean to hurt them. She has hurt the same child in the space of a week.

Margaret sends a message to Jill's friends online telling them that they shouldn't talk to her because she is an idiot.

Jane plays the same game with her friends every day however she ends up getting hurt each day. The other people aren't aware they are hurting her as she does not want to upset them.

Jim continue to call Ross 'gay'
over the course of a term
whenever Ross doesn't do what
Jim wants him to do e.g. pass a
pencil, play football.

Simon and Jim are playing 4square;
Simon throws the ball and it hits Jim in
the face. Simon says sorry and that he
didn't mean to.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
(DfE “Preventing and Tackling Bullying”, 2017)

According to 'gov.uk' (updated October 2016)
'There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation'

In response from parents and carers of the Craylands School and the pupils, bullying can include:

- physical or psychological abuse
- verbal abuse
- physical abuse
- invading personal space
- name calling, taunting, mocking
- making offensive comments
- kicking; hitting
- taking belongings
- producing offensive graffiti
- gossiping
- excluding people from groups and spreading hurtful and untruthful rumours

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.



Bullying can happen to anyone. Our school policy covers all types of bullying including:

- ☐ Bullying related to race, religion or culture.
- ☐ Bullying related to SEND (Special Educational Needs or Disability).
- ☐ Bullying related to appearance or physical/mental health conditions.
- ☐ Bullying related to sexual orientation (homophobic bullying).
- ☐ Bullying of young carers, children in care or otherwise related to home circumstances.
- ☐ Sexist, sexual and transphobic bullying.
- ☐ Bullying via technology –“cyberbullying”



Cyber Bullying

Cyber bullying is when a person or a group of people use the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else

The logo consists of the word 'STOP' in large, bold, capital letters. Each letter is contained within a colored circle: 'S' is red, 'T' is orange, 'O' is yellow, and 'P' is green. Below this, the word 'cyberbullying' is written in a bold, black, lowercase sans-serif font.

STOP
cyberbullying

**RACISM
WRONG**

Byeolil

Racism

Racist bullying can range from thoughtless remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury.

Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.





Homophobia

Is defined as bullying that is motivated by prejudice against a person's actual or perceived sexual orientation or gender identity. Homophobic bullying may be an isolated incident or a repeated pattern of behaviour. It can range from poor use of language and simple comments to physical violence.

Who bullies?

Children who bully may...

Want power

Have a positive attitude toward aggression

Have quick tempers

Have difficulty conforming to rules

Gain satisfaction from inflicting injury and perceive “rewards” (prestige, material goods) from their behaviour

Have positive self images

Lack empathy

Be concerned with their own desires rather than those of others

Find it difficult to see things from someone else’s perspective

Be willing to use others to get what they want

Boys and girls often bully in different ways:

- Boys are more likely to use physical bullying
- Girls are more likely to use social bullying

Who do bullies target?

- The target may either be smaller or bigger than most kids their age.
- The target may be a minority.
- May have a disability.
- May have a name that is not considered ordinary.
- If you get anxious or upset easily.
- If you usually are alone and don't seem to have many friends.
- If you don't have a lot of confidence and don't stand up for yourself.

A bully likes to dominate and show control over those that they deem weaker than they are.

Why do others let people bully?

The bully is someone others look up to and want to hang out with.

They want to “side” with the bully because to do that makes them feel strong.

They’re entertained by the bullying.

They don’t think speaking up will help.

They’re afraid that if they say something, the bully will turn on them.

How to recognise if your child is being bullied:

Early Signs of Distress in a child

- ☐ Withdrawn
- ☐ Deterioration of work
- ☐ Spurious illness
- ☐ Isolation
- ☐ Desire to remain with adults
- ☐ Erratic attendance
- ☐ Late arrivals
- ☐ Bed-wetting
- ☐ Cry themselves to sleep
- ☐ Unexplained cuts, scratches, bruises
- ☐ Unexplained missing possessions

The impact of bullying.....

Changes in eating or sleeping habits (e.g., nightmares)

No longer wanting to participate in activities once enjoyed

Beginning to bully siblings or mistreat family pets

Hurting self, attempting or threatening suicide

Not wanting to go to school

Drop in attainment at school

Where are we now?

- We had 106 responses to anti-bullying questionnaire sent to parents.
- 17 stated their child has been bullied 'a little' with 1 stating they had been bullied 'a lot'.
- We are still analysing EYFS (there have been some issues reported) and addressing any issues with parents directly if possible.
- The majority of the bullying incidences were verbal bullying.
- The bullying was described as:
 - cyber bullying
 - homophobic bullying
 - Sexist bullying
 - due to SEN/learning difficulties
 - Other (not stated)
- The majority of the bullying occurred in the playground.
- 76% of the parents had reported the bullying to staff.
- In only one case was it stated that the school did not respond to the bullying; in 9 of the cases the school addressed it and it stopped but in 3 cases it continued; it is so important parents follow up on this if unhappy.
- Most parents believed their child to be very/quite confident at dealing with bullying.

- As a school we need to be much more aware of the language we use and its impact on others. If something is offensive to a member of our school community it shouldn't be happening. We cannot use the excuse of "it's just a joke" or "it's just banter"
- With our boy heavy cohorts, we need to consider the differing interests children have and encourage acceptance of each other; playing games fairly and less roughly is an issue here also.
- With girl heavy cohorts, it involves monitoring different groups of friends and how they interact e.g. eye contact, stares, whispering.
- As parents, you can help by discussing how words can hurt others – when we say something, we can not take it back.
- Discuss with children the fact that we are all different and that we should respect these differences but we are all human beings and should be treated equally no matter what faith, gender, race, learning ability.

At Craylands, we will.....

- Continue to use the anti-bullying box as a way of allowing children to report bullying anonymously.
- Use of the worry box if children have worries related to anything – this can include bullying.
- Use of playleaders in KS1 to promote good play
- Possible introduction of peer mentoring; this is a time and staffing issue.
- Regular discussions about anti-bullying as part of assemblies and PSHE lessons
- Provide safe spaces for children e.g. ‘quiet club’ of a lunchtime.
- Record low level behaviour – monitoring unkind behaviour and using this as a judgment for ROAR awards at the end of a term.
- Work with the staff including MMS to best tackle incidences of rudeness, meanness and bullying.
- Keep our MMS updated of any incidences or disagreements between children
- Encourage children to ‘get along’

At Craylands, we would like to....

- Ensure parents can recognise whether the incident is 'bullying' or not.
- Ensure that parents follow up on concerns if they feel the school is not dealing with the bullying and/or the bullying does not stop through the school's efforts.
- Address all types of bullying in assemblies and lessons including homophobic, sexist and bullying related the abilities.
- Continue to ensure our pupils are confident in ways that they can seek support if they feel they are being bullied.

Things parents suggest in dealing with bullying....

- Exclude the child
- Encourage their child to fight back
- Send a message to the child themselves online
- Confront the bully's child in the playground
- Send a text to the bully's parent
- Speak to the suspected bully themselves
- Ban the children from speaking to each other

What issues can you see with these suggestions?

Role of parents/carers

- Act as role models by reporting any incidences of bullying that they are aware of to a member of school staff e.g. class teacher, parent and pupil support team, headteacher.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of SLT or parent pupil support team and then the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

- Encourage their child to demonstrate respect to others at all times.
- Encourage their child to take responsibility for their actions if they are the bully, supporting the school in any sanctions that are given and accepting support that is offered to their child.
- Use websites and other resources in developing a greater understanding of bullying and how to prevent it.

Children who are being bullied:	Children who are witnessing bullying	Parents can support by
<ul style="list-style-type: none">• Tell an adult.• Talk it out.• Walk away.• Distract the bully with a joke.• Avoid the bully.• Hang out with friends.	<ul style="list-style-type: none">• Tell the bully to stop.• Help the victim walk away.• Recruit friends to help the victim.• Befriend the victim.• Get an adult.	<ul style="list-style-type: none">• Keep an eye out for signs of bullying.• Ask children direct questions about how peers treat them and if they witness bullying.• Work with teachers, school staff, etc. to address bullying.• Take complaints of bullying seriously.• Reassure your child that he or she was right• to tell you of the problem.• Teach your child to be assertive, not aggressive.• Help the child identify strategies for dealing with bullying.• Give the child positive social opportunities to make friends.

Parents can help prevent their child becoming a bully by:

- Spend time with your child daily.
- Know where your child is and with whom.
- Make it clear that you do not tolerate this behavior, but that you still accept your child.
- Arrange for an effective nonviolent consequence if your child continues to bully.
- Reward good behavior.
- Teach your child positive ways of solving problems and managing anger.

Why isn't "fighting back" considered an effective strategy for dealing with bullying? When I was a kid, I fought back and the bullying stopped.

Fighting back is not an effective strategy because of the negative consequences associated with it. If a young person fights back against the person bullying there is a risk of

Physical injuries as a result of the fight
Suspension from school if it results in serious injury
Increased bullying/retaliation
Belief by the young person that violence is an acceptable way to deal with problems

For those who bully, depending on the severity, the school will :

- Issue at least a consequence card
- Have a formal meeting with parents, followed by a written letter – a review meeting will be arranged to monitor the situation.
- The bully being placed on report for a decided amount of time to monitor behaviours.
- Possible reduced lunch or break times
- Possible internal or external exclusions depending on the severity
- Signal the parent to outside agencies for support.

The sanctions are at the head teacher's discretion.

The victim and the perpetrator will be spoken to separately but also together to ensure an understanding of the impact this has caused.

If the bully has roles or responsibilities in the school, these will be removed.

For those that have been bullied, the school will:

- Take the concerns seriously
- Meet with the child's parents
- Arrange for them to discuss with the bully how they have made them feel
- Develop their self esteem and confidence further – possibly use a happy chart
- Monitor and meet with them regularly to ensure that the bullying has stopped
- Provide them with suggested safe spaces if they need to use them
- Arrange for a review of the situation with parents
- Offer support by signalling outside agencies.

Supporting Organisations and Guidance

- ☒ Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- ☒ Childline: www.childline.org.uk
- ☒ Family Lives: www.familylives.org.uk
- ☒ Kidscape: www.kidscape.org.uk
- ☒ MindEd: www.minded.org.uk
- ☒ NSPCC: www.nspcc.org.uk
- ☒ PSHE Association: www.pshe-association.org.uk
- ☒ Restorative Justice Council: www.restorativejustice.org.uk
- ☒ The Diana Award: www.diana-award.org.uk
- ☒ Victim Support: www.victimsupport.org.uk
- ☒ Young Minds: www.youngminds.org.uk
- ☒ Young Carers: www.youngcarers.net Cyberbullying
- ☒ Childnet International: www.childnet.com

Online bullying guidance

🔗 Digizen: www.digizen.org

🔗 Internet Watch Foundation: www.iwf.org.uk

🔗 Think U Know: www.thinkuknow.co.uk

🔗 UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

🔗 EACH: www.eachaction.org.uk

🔗 Pace: www.pacehealth.org.uk

🔗 Schools Out: www.schools-out.org.uk

🔗 Stonewall: www.stonewall.org.uk

SEND

🔗 Changing Faces: www.changingfaces.org.uk

🔗 Mencap: www.mencap.org.uk

Racism and Hate

🔗 Anne Frank Trust: www.annefrank.org.uk

🔗 Kick it Out: www.kickitout.org

🔗 Report it: www.report-it.org.uk

🔗 Stop Hate: www.stophateuk.org

🔗 Show Racism the Red Card: www.srtrc.org/educational