

Positive Friendships & 'Say No to Bullying'

Relationships Education



As part of the Relationships Education at Great Wood Primary School, children will learn:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The importance of friendships; strategies for building positive relationships; how positive friendships support wellbeing.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous?

The aim of the week is to develop a shared understanding, approach and language when teaching children about:

- ✓ All aspects of friendship and developing positive relationships with their peers
 - ✓ Recognising what happens when they get angry and how to deal with these feelings
 - ✓ Calming down strategies (personal and to others)
 - ✓ Peaceful Problem Solving / Conflict Resolution
- Linked to Anti-Bullying**
- ✓ To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of by-standers (primarily reporting bullying to an adult) and how to get help.

During this week and within the learning, all children will answer 'big questions' connected to the theme of friendship and bullying. These questions are expected to promote discussion, deepen learning and challenge perspectives. Discussions at home will deepen understanding. Each Year there is a national Anti-Bullying theme that we connect to in addition to links to the BBC campaign.

Our response to bullying does not start at the point at which a child has been bullied. At Great Wood we have a number of planned approaches to prevent bullying happening in the first place which includes:

- This yearly theme about bullying, which links to national anti-bullying week. This outlines the definition of bullying and the way in which our school deals with such incidents. Children are taught about the part they play in preventing bullying. They are encouraged to tell if they are being bullied, are the witness to bullying incidents or if they know that someone else is being bullied.
- We use a wide range of resources, such as posters and films, as well as circle time and drama activities to understand:
 - what it is
 - how it feels
 - why people bully
 - how we can prevent and respond to it (focus on telling)
 - how they can use their social, emotional and behavioural skills to tackle this crucial problem

- empower children and young people to celebrate what makes them, and others, unique;
- help children and young people understand how important it is that every child feels valued and included in school, able to be themselves, without fear of bullying;
- encourage parents and carers to work with their school and talk to their children about bullying, difference and equality;
- enable teachers and other children's workforce professionals to celebrate what makes us 'all different, all equal' and celebrate difference and equality. Encouraging them to take individual and collective action to prevent bullying, creating safe environments where children can be themselves.



If you have any questions or concerns then please make an appointment to speak with either the Headteacher or Deputy Headteacher. The information detailed below and on the next page has been taken from our Anti-Bullying Policy which can be found on our website. Many thanks for your support.

What is bullying?

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 particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The following criteria will be shared with the children through the '*SEAL: Say no to bullying*' curriculum materials and is used by school to determine if bullying is taking place:

1. It does not happen just once; it goes on over time and happens again and again – it is **repeated**.
2. It is **deliberate** and **intentional** – hurting someone on purpose – it is not accidentally hurting someone.
3. It is **unfair** / there is an **unequal power balance** (imbalance of power*) – the person/people doing the bullying is/are stronger or there are more of them or they have 'influence', higher status or power. Even if they are enjoying it, the person they are bullying is not.

* The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. We also focus on cyber-bullying during our annual Online Safety Week in February.

Homophobic Bullying

Anyone can be targeted for homophobic bullying and the school aims to raise awareness with pupils and parents as part of the general anti-bullying strategy. The use of homophobic language eg "those trainers are so gay" will not be tolerated and will be treated by staff as a serious incident in accordance with the school's Behaviour Policy.

Bullying linked to Race, Religion and Culture

The Commission for Racial Equality (2009) defines a racial incident as a verbal or physical attack on property or person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins.

As with any other incident of bullying, staff will ensure that if a report of racism is made, they will support the victim sensitively. The incident will be reported to the Headteacher or Deputy Headteacher to be investigated.

If the incident is found to be racist in nature, even if it is deemed to be of a relatively minor nature, appropriate action will be taken, including alerting parents.

As well as supporting the victim of such an incident, the perpetrator will also be supported effectively so that they are aware of their behaviour and why it is unacceptable.

The role of the witness

Witnessing bullying behaviour is a powerful situation to be in. If witnesses do nothing, they can act as an audience, which can encourage the children doing the bullying, even if they do not mean to. At Great Wood, we teach the children that the witness needs to respond in a way to make bullying less likely:

- challenge the children doing the bullying (in certain circumstances);
- 'scoop up' the child who is being bullied ('come on, you're needed in our game now' spoken to the child as two children take an arm each and lead the child away);
- tell an adult;
- talk to others;
- be kind to the person experiencing bullying.

We recognise the feelings that witnesses may experience and understand why they sometimes don't tell about the bullying they have seen. However, if bullying is to be tackled, all children have a role to play. If we feel that a witness has not responded appropriately to stop the bullying, or even encouraged the bullying behaviour, we make take disciplinary action against them as well. The witness may also need support which will be provided by the Learning Mentor.

Procedure for dealing with incidents, including follow up

The member of staff who is designated with overall responsibility for bullying is the Headteacher, which means that **all** incidents of bullying, which are disclosed to staff, should be reported to them. All incidents of bullying are logged.

Disciplinary measures

We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. This will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. We will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves through work with a member of staff. P