



## 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 BANCHORY 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, e.g.

- 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. Any 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.

