



**Anti-bullying Policy  
2016-20**

**DOCUMENT HISTORY**

<b>Author(s)</b>	<b>A Taylor</b>
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## **Rationale**

Communities are most effective when their members have high esteem and respect for each other. This encourages the development of self-discipline, enabling children to become responsible members of society. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

## **Aims**

- To take action to prevent bullying behaviour in school.
- To develop whole school approaches to children/young people who exhibit bullying behaviours.
- To be seen to be dealing with bullying and communicate the school's policy to students, staff and parents.
- To support victims of bullying incidents.

## **Guidelines**

- We will inform parents and students about the school's attitude towards, and policy for dealing with, bullying behaviours.
- To help prevent bullying, the school's attitude to unacceptable behaviours will be incorporated into the curriculum through the SEAL materials and regular class discussions, through using role play, reading appropriate stories, teaching co-operative games the students can engage in during break, and encouraging co-operative activities in the classroom.
- Staff will hold once termly meetings to review individual students who exhibit bullying behaviours and those who have been victims of such behaviours. The strategies used for dealing with these students will also be reviewed with regard to:
  - a) their effectiveness in controlling bullying behaviours.
  - b) supporting and providing strategies for victims to deal with students who bully.
- All teachers will ensure that they praise non-aggressive behaviours.
- Adequate supervision of the students during break and lunch time will be provided to ensure all areas are covered.
- When dealing with a bullying incident we will always:
  - a) endeavour to remain calm.
  - b) take immediate action to stop further bullying occurring, show our disapproval of bullying behaviour and support the victim.
  - c) record the incident and report to parents.

Further action will be taken as appropriate. This will be based on strategies developed for dealing with individual children/young people during termly reviews. Any action taken will be reported to the student's class teacher.

- Any serious, or recurring, bullying behaviours will be reported to the Headteacher, and communicated to the parents of the students involved.
- Exclusion from school will be used as a final resort.

## **TOWARDS A DEFINITION OF BULLYING**

Bullying is the wilful, systematic, conscious desire to hurt or threaten or frighten someone else. It may involve intimidation; exclusion; it may be physical, verbal or expressed in body language; it may have to do with the manipulation of others; it is constant; IT IS ABOUT ILLEGITIMATE POWER. All bullying is aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying.

ANY BEHAVIOUR WHICH IS THE ILLEGITIMATE USE OF POWER IN ORDER TO HURT OTHERS IS BULLYING BEHAVIOUR.

## **TOWARDS IDENTIFYING BULLYING**

They may:  
achieve less academically.  
achieve as well as, if not better, than their peers.  
be unpopular or insecure.  
be quite secure and happy.  
be boys.  
be girls

All bullies have something in common:

- They tend to have assertive, aggressive attitudes over which they exercise little control.
- They tend to lack sympathy; they cannot imagine what the victim feels.
- They tend to lack guilt; they rationalise that the victim somehow “deserves” the bullying treatment.

Beware not to dismiss what may be bullying behaviour as bossiness, leadership or natural competition.

## **TOWARDS RECOGNISING VICTIMS**

Bullies pick on vulnerable children/young people.

They may be: new to the school.

- of different appearance, speech or background from others.
- suffer from low self-esteem (could this be as a result of bullying?).
- demonstrate “entertaining” reactions when bullied e.g. tantrums, loss of control.
- more nervous or anxious.

These are only possibilities.

## **ACTION AGAINST BULLYING**

Immediate response.

- a) Remain calm, you are in charge. Reacting emotionally may add to the bully's fun and give them full control of the situation.
- b) Take the incident or report seriously.
- c) Take action as quickly as possible.
- d) Think hard about whether your action needs to be private or public, who are the students involved?
- e) Reassure the victim(s), don't make them feel inadequate or foolish.
- f) Offer concrete help, advice and support to the victim(s).
- g) Make it plain to the bully that you disapprove.
- h) Encourage the bully to see the victim's point of view.
- i) Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power.
- j) Explain clearly the punishment and why it is being given.

## **AVOID**

- a) Being over protective.
- b) Assuming the bully is all bad; try to look objectively at the behaviour, with the bully.
- c) Keeping the whole incident secret because you have dealt with it.
- d) Trying to hide the incident from the parents of the victim or the bully.
- e) Calling in the parents without having a constructive plan to offer either side.

## **DO**

- a) Get to know all the students.
- b) Give a positive message to victim, bully and witnesses with regard to the school's attitude towards bullying behaviours.
- c) Encourage witnesses and victims to speak out.
- d) Encourage the victim to help him/herself.

Silence and secrecy undermine the authority of the school and affirm the power of the bully. This can be fought through open discussion of bullying and the implementation of an agreed policy.

Other preventative measures include:

- Knowing the students and the school and likely places where bullying may occur.
- Using PHSE sessions and SEAL materials – drama role play to encourage empathy; use stories with an appropriate message. Bullying is a repeated focus throughout the school PHSE and SEAL materials scheme of work.

- Promote a caring ethos which gives students access to help and support either through adults, bubble time, issues boxes, posters and helplines
- Involve students in co-operative work; praise non-aggressive behaviours; discussions on bullying behaviours.
- Communicate to students and parents the school's views on bullying and bullies and that the school acts to prevent bullying.