



## **ANTI-BULLYING POLICY**

### **WHAT IS BULLYING?**

Within our school we define Bullying as follows:

**"Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else".**

*Action Against Bullying - S.C.R.E. 1991*

For the children the definition of a bully is:

**"A bully is someone who likes making others feel hurt or frightened or sad, and keeps on doing it. Sometimes a bully gets up a gang to help him or her, but not always. A bully might try to make you too scared to tell a grown up about what he or she does".**

NB "likes" is used here to convey that there is intention. This definition of "bully" could be used by a victim or a witness."

Bullying takes many forms. It can be short-term or can continue over years. It can be physical, mental, verbal. It can take the form of deliberate, purposeful, systematic action by an individual or group against another individual or group. It can be overt or subtle intimidation. It does not include occasional fighting or falling out between friends or equals.

The power that the bully exerts over his/her victim is crucial to the bully's success but this is not always recognisable to the teacher.

## **MAIN AIMS**

- To make clear to everyone within our school community that no form of bullying is acceptable.
- To encourage everyone, including pupils, to report all incidents of bullying.
- To offer comfort and support to victims.
- To confront bullies with the seriousness of the offence, but to offer support and counselling to help them to readjust their behaviour.
- To consider any punishment carefully. Reacting aggressively or unduly punitively gives the message that it is all right to bully if you have the power.
- To seek parental support and peer group support and co-operation at all times.

## **PREVENTING BULLYING**

We feel that a clear policy for preventing bullying, understood and supported by all staff, children, parents and governors, will enhance our existing discipline policy and forge links with the curriculum through personal and social education. Tackling bullying is one part of making the school a happy place for everyone.

We recognise that some children present an attitude which can encourage bullies. All children, but these in particular, need to be given the skills to cope with situations throughout their life. This can be successfully achieved through PSHCE activities and the use of the SEAL resources.

Although this is not exclusively the case, it is considered that the times during the school day when the children have freer activities (ie before school, playtimes, lunchtimes in particular, and immediately after school) are times when bullying is more likely to occur. All supervising adults during these times must be made fully aware of this policy and procedures to follow.

The children need to be encouraged to speak out against bullying. The way in which we react to this is vital to the success of the policy.

## **PROCEDURES FOR INVESTIGATING INCIDENTS**

### **STAGE ONE**

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident or report seriously.
- Take action as quickly as possible, establishing precise accuracy/truth of incident.
- Reassure the victim(s), don't make them feel inadequate or foolish.
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.

- Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. an unsupervised toilet area.
- You should never keep the whole incident a secret because you have dealt with it.
- You should not assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully.
- Follow the school's behaviour policy

### Who should you inform?

- Parent helpers should inform the class teacher.
- Teaching Assistants who supervise during lunchtimes should inform the class teacher who may choose to immediately involve the deputy head or headteacher.

### **STAGE TWO**

- Any punishment of the bully must be considered carefully. Reacting aggressively or unduly punitively gives the message that it's all right to bully if you have the power.
- The purpose behind the punishment should be clearly explained and follows the school's Positive Behaviour Policy.
- Following clarification and substantiation of the facts, the Headteacher/Deputy will then inform the parents of both bully and victim calmly, clearly and precisely, reassuring both sets of parents that the matter will not linger on or be held against anyone. Both sets of parents will also be given the opportunity to discuss the incident further with the Headteacher/deputy.
- The victim needs to be reassured but not over-protected by refusing to allow him/her to help him/herself.

### LINKS WITH THE CURRICULUM

The curriculum offers an ideal vehicle for conveying to pupils the school's attitude to bullying. The Personal and Social Education programme can tackle the issue of bullying through circle time and other related activities. These activities also help to give children the confidence to "speak out" against bullying. Drama and role play activities are a very powerful way of exploring the issue while themes for assemblies/collective worship can serve to reinforce the message.