



Anti-Bullying Policy: IOWSS P1.5

Document Created by: Stewart Dudgeon

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Policy Links:

- Health and Safety policy
- Behaviour policy
- Policy for race equality and cultural diversity

DRAFT

Signed

..... Date: 14/03/2018.....

Richard White
Headteacher

..... Date: 14/03/2018.....

Kevin George
Chair of Governors



We regard bullying as particularly serious and always take firm action against it. We encourage students to work against it and to report any incidents of bullying.

1. What is bullying?

Bullying can be physical, verbal or emotional by a single person or a gang.

Incidents of bullying can include:

- Name calling
- Malicious gossip
- Damaging or stealing property
- Coercion into acts they do not wish to do
- Violence and assault
- Punching/kicking
- Jostling
- Teasing
- Intimidation
- Extortion
- Ostracising
- Damaging school work and equipment

The term 'bullying' has changed over time. The Department for Students, Schools and Families defines bullying as:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying
- Intentionally harmful behaviour, carried out by an individual or a group
- An imbalance of power leaving the person bullied feeling defenceless.

The Anti-Bullying Alliance defines bullying as:

- Intentional, repetitive or persistent
- Hurting of one person by another, where the relationship involves an imbalance of power

2. Forms of Bullying

Bullying can take many forms and can be short-term or continuing over a longer period of time. It can take the form of physical, verbal or psychological harm which is more subtle.

Research has suggested that a gender difference is present in the way in which boys and girls bully their peers. This trend develops the older students become. Boys are twice as likely as girls to use physical violence, whereas girls are three times more likely to use gossip and name-calling.

3. Reasons for being a victim of bullying may include:

- Race / Sex / Class
- New student in school
- Student with family crisis
- Disability or difference of any kind
- They are likely to be students who are not assertive (timid), unlikely to fight back, loners with few friends, anxious or fearful students, younger students and those outside a group.

4. Reasons for being a bully may include:

- Victim of violence
- Enjoyment of power / creating fear
- Copying behaviour seen at home or on TV
- It occurs in students from all backgrounds, cultures, races, sexes, from Nursery through to 6th Form / adult.

5. Early Signs of Distress

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrivals
- Bed wetting and other signs noted in our Special Educational Needs Policy

6. Strategies for Reducing and Eliminating Bullying

We firmly believe that prevention is better than cure, so we:

- Encourage the caring and nurturing side of students through positive behaviour management strategies
- Work for a caring, co-operative ethos (such as through paired and group work, assemblies, Personal Social, Health & Citizenship Education curriculum)
- Discuss friendships and positive relationships on a regular basis
- Ensure adequate supervision in playground and training of all school staff on behaviour management (including the prevention of bullying)



- Positively encourage caring and actively discourage bullying
- Each class has form time daily through which students are provided with a further opportunity to report bullying and anxieties.
- All staff are ready to deal with bullying incidents in a sensitive and responsive manner.
- Students are regularly reminded of our referral systems for bullying: self referral (this is when a student is directly involved in an incident); peer referral (when a student has witnessed an incident but is not directly involved); parent / carer referral (when a parent raises a concern about bullying). We have clear referral routes for all students if they feel victimised.
- We actively follow-up incidents as this is crucial to students feeling confident that the school has taken the incident seriously and that action will be taken.

7. How to Recognise the Difference Between Bullying & Bossy / Boisterous Behaviour

BULLYING

Focussed on younger, smaller and timid students increasingly relying on threat and force.

Wilful, conscious desire to hurt, threaten and frighten.

Play spoiling other students' activities, showing violence and hostility.

Rough intimidating behaviour

BOSSINESS / BOISTEROUS

Bossing whoever is around at the time.

Usually grows out of it as they mature and learn social skills.

More natural and uncontrolled (not vindictive), high spirits, not unfriendly

8. Advice for Parents / Carers:

Don't give permission for bullying by saying:

- You must have done something to deserve it
- Go and hit him / her back
- Don't be a wimp
- Boys will be boys
- It will sort itself out
- It is part of growing up
- Got to take it like a man
- Must learn to look after themselves
- Don't tell tales



9. Procedure for Dealing with Bullying

- All complaints to go to the Class Teacher before reporting it to the SLT and Headteacher. Class teachers are best placed to have a deeper understanding of the situation and to investigate.
- Record all incidents and discussions with all students involved.
- Involve parents and explain action taken, why and what they can do to reinforce and support. Communicate report to parents.
- Stress that watching and doing nothing is supporting (some students prefer this as an option).
- Be aware and directly tackle any racist, sexist or homophobic language.
- Give support to both the victim and the bully. Victim needs self-esteem and self-value. Bully needs to work with others (co-operation rather than competition). Do not bully the bully and instead find out why they are bullying.
- Reward non-aggressive behaviour.
- Follow up, to support victim and prevent reoccurrence (monitor closely).
- Make clear to parent unacceptability of bullying, eg. no 'hit him back' attitude.
- Use peer group pressure and approbation and disapproval.
- Help students to see other points of view: "How would you feel if ...?"