

Tackling and Preventing Bullying Policy

Monitoring and Review of Policy:

Agreed by the Principal - October 2021

Review - Autumn 2022

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

- There is often an imbalance of power, making it difficult for the victim to defend themselves
- It can have a devastating effect on individuals. It can...
 - be a barrier to their learning
 - have a negative effect on attendance
 - have serious consequences for an individual's mental health
 - have a lasting effect, well into adulthood.
- Bullying is often motivated by prejudice against particular groups, e.g. on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.
- Bullying may be motivated by actual differences or perceived differences.

Bullying can take different forms

- **Emotional:** being unfriendly, excluding, tormenting, spreading rumours
- **Physical:** pushing, kicking, hitting, punching or any use of violence, taking belongings.
- **Verbal:** name calling, sarcasm, spreading rumours, teasing
- **Cyber:** text messages, social media or gaming, which can include the use of images and video

Bullying maybe

- **Racist or Religious**
 - Racist bullying is 'any incident perceived as racist by the victim or another person'.
 - An individual is targeted for representing a group. It is designed to attack a whole group. It is likely to hurt the victim as well as others from the same group
 - It may include: Verbal abuse, physical threats or attacks; wearing provocative insignia; racist comics or leaflets; graffiti or other insults or gestures, including against food, music, dress or customs.
- **Sexual or Gender based**
 - Bullying on the basis of gender may be homophobic
 - Bullying on the basis of gender/sexual orientation may include: Abusive name calling; Looks and comments about appearance, attractiveness, emerging puberty; Inappropriate touching; pornographic material or graffiti with sexual content;
- **Due to Special Educational Needs or Disabilities**
 - Children with special educational needs may not be able to directly articulate experiences but can be at a greater risk of being bullied.

Bullying is not

- Falling out with friends.
- Play fighting.
- Disagreement.
- An isolated aggressive incident.
- A clash of personalities or dislike for someone

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Preventing Bullying

Strategies to prevent bullying:

- Pupils are listened to and incidents acted on.
- Alert to issues between pupils and local issues which might provoke conflict
- Open culture where pupils feel confident to discuss and report bullying at school or outside school, including cyber-bullying without fear of further bullying or discrimination.
- Pupils actively explore the concept of discrimination and tackle issues through P4C, PSHE, RE and assemblies, as well as addressing issues as they arise.
- Pupils are taught the dangers of the internet and how to keep themselves safe online.
- Pupils are clear about the part they can play to prevent bullying, including as bystanders

Recognising Bullying

It is everyone's responsibility to be aware of the possibility of bullying and to report any concerns, so that action can be taken promptly. There is a heightened awareness of bullying behaviours.

A child who is being bullied may display...	A child who is bullying may...
Changes in behaviour Withdrawn tendencies Negative behaviour- aggression Absence, truanting Lack of concentration Frustration Signs of stress (e.g. biting nails.) Feigning illness Change of eating and sleeping patterns A downturn in academic achievement A reluctance to enter school Bruises Regression (e.g. begins bedwetting) Heightened emotional responses (e.g. crying for little reason.) A change to their normal routine.	Want to control others. Suffer low self-esteem. Have learnt the behaviour from elsewhere. May be unhappy. Be jealous. Want attention (negative.) May suffer low academic attainment.

Actions: Preventing Bullying

Staff will

- Tackle low level disruption and use of offensive language, as this may lead to bullying.
- Prevent negative behaviors from escalating
- Teach assertiveness and other social skills
- Teach pupils about bullying and how to prevent it
- Raise awareness of bullying and highlight the impact of bullying
- Promptly investigate bullying behaviour or threats to ensure that the bullying is stopped
- Provide support for the victims of bullying
- Educate the 'bullies', with the intention of changing their behaviour
- Record incidents on My Concern

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Pupils will be taught to

- Recognise what bullying is
- Report bullying incidents to an adult in school
- Have strategies to deal with difficult situations e.g. Shout loudly, run away, keep a diary, laugh, stay with a group, tell an adult
- Support each other and to seek help, so everyone feels safe and not excluded or afraid
- Receive and sign a copy of the Prevent and Tackling bullying

Parents will

- Receive a copy of the Prevent and Tackling Bullying Policy
- Know to speak to the class teacher, SLT or the Pastoral Team if they have a concern
- Be kept informed of all incidents of bullying involving their child

Actions: Tackling bullying

If bullying is suspected or reported the incident will be dealt with immediately. The school liaises with the police, local community police to tackle bullying that is happening outside school

Staff will

- Investigate the incident and give a clear account of the incident to the SLT
- Parents/carers will be informed and a meeting arranged, as appropriate
- Sanctions will be taken in line with the Behaviour Policy

The victim will

- Discuss the experience with a class teacher or member of staff of their choice
- Be reassured and given ongoing support to ensure:
 - there is not a negative impact on attendance
 - they feel safe in school and on their way to and from school
- Be identified to the Pastoral Team and offered opportunities to:
 - receive mentoring
 - increase their self-esteem and confidence, eg. given opportunities to carry out play activities with younger children, given responsibilities during the school day
- Identified to the VP, AP, Deputy SENCo, Pastoral Team and Year Group Leader, as appropriate for further support.

The pupil, who has exhibited bullying behaviors, will

- Be supported to change their behaviour through
 - discussing the incident(s)
 - establishing the wrongdoing and the need for change
 - Involving parents/carers to help change the attitude of the pupil
- Be identified to a member of SLT and Pastoral Team and further strategies identified as appropriate.
- Be disciplined inline with the school behaviour policy
- Have opportunities to take part in peer mentoring e.g. circle of friends strategy, role-playing in dealing with taunts

This policy has been written with due regard to [DFE: Preventing and Tackling Bullying July 2017](#)