

Anti-Bullying Policy

1. Introduction

A positive and caring ethos demands an anti-bullying policy. We believe that bullying that is unchecked or that teachers appear to condone by ignoring, affects the whole school. Everyone in the school community should care about bullying.

2. What is bullying?

Bullying can take many forms and can be short or last over years. It could be physical (hitting, kicking, taking belongings), verbal (name calling, insulting, sexual, homophobic or racist remarks), indirect (spreading nasty stories, exclusion from social groups), cyber bullying, (using IT such as mobile phones or the internet to deliberately upset someone), or simply persistently making a fool of someone.

It can be overt or subtle intimidation. It is the wilful, conscious desire to hurt, threaten or frighten someone else. To do this, the bully has to have some sort of power over the victim. This power is not always recognisable by adults.

Children may use aggressive behaviour to bully others. However, aggression is not necessarily bullying. Bullying is aggressive, but it is more complex than a fight or bad language. In the form of emotional or psychological aggression it is very painful to the victim, and any behaviour that is the use of power in order to hurt others is bullying behaviour.

Class teachers can explore in discussion what the children themselves classify as bullying.

3. How do we recognise a bully?

There is no specific pattern of characteristics that identifies a bully, so bullies are not always easily recognised. However, both male and female bullies tend to have the following traits in common:

- aggressive attitudes over which they exercise little control;
- a lack of empathy - they cannot imagine what others feel;
- a lack of guilt - they rationalise that a victim deserves the treatment.

Bullies can come in multiples or "gangs". Some bullies can persuade all their gang to join them in the bullying, to confirm the solidarity of the group. Bullies in a group can be difficult to deal with as ideas of individual and personal responsibility fade.

4. How might we recognise likely victims?

Bullies pick on vulnerable children, but it is difficult to judge which children are vulnerable. Those who look different or behave differently are often bullied. A stereotyped victim is weak, shy, small, anxious and different - these children are often "protected" by adults, and the bully may therefore avoid them and look for a less obvious victim.

"Vulnerable" children may be:

- new to the class or school;
- different in looks, speech or background;
- lacking in self-esteem;
- those who react in an "entertaining" fashion when bullied (e.g. lack of control, tantrums);
- more anxious or nervous.

There is evidence that some boys may bully girls and that this behaviour may be provoked by a particular background of attitudes towards women. Some children bully those who are more able or from a more financially advantaged background. Victims may suffer from stress, which may lead to absenteeism; under-achievement; childhood depression; suicide. They may see themselves as inadequate and friendless and become withdrawn or even believe that they deserve the bullying - especially if no adult intervenes.

VULNERABILITY IS'NT ALWAYS VISIBLE TO ADULTS THE VICTIM MAY LOOK LIKE ANY OTHER CHILD!

5. How should we react to bullying?

We must act upon any suspicion of bullying. It is important to encourage children to speak out - silence and secrecy undermine the power of the school and affirm the power of a bully. To be seen to act is vital.

TACKLING BULLYING IS AN IMPORTANT PART OF MAKING SCHOOL A HAPPY PLACE FOR EVERYONE.

Tactics to deal with bullying sometimes work, but there are no certain cures. Research claims that the publicity given to efforts to tackle bullying is important, but increased publicity can also lead to an increase in the overall incidence of bullying in a school. Encouraging children and adults to speak out can lead people to believe that there is more bullying!

If you come across bullying **or suspect that a member of the school is being bullied**, ensure that you inform the headteacher or a senior member of staff as soon as possible, so that you can deal with it appropriately together. All of the following steps will be taken:

- remain calm: do nothing to add to the bully's "fun";
- the incident / report will be taken seriously;
- action will be taken as soon as possible;

- thinking about whether action needs to be private or public;
- reassure the victim(s): they must not be made to feel inadequate or foolish;
- offering of advice, support and help to the victim;
- making it clear to the bully that you disapprove;
- encouraging the bully to see the victim's point of view;
- punishing the bully but being careful how this is done; reacting angrily could give the wrong message;
- explanation of the punishment and why it has been given;
- informing colleagues, so everyone will be vigilant;
- informing parents/**carers** if this is a serious case **working with parents/carers to support all children involved as the pupil showing bullying behaviour may also need intervention to help alter their behaviour**
- making sure the incidence does not "live on"; think ahead to prevent a recurrence.

DON'T: be over-protective - the victim should be allowed to help him or herself;

DON'T: assume the bully is all bad;

DON'T: keep the incident a secret.

At Broadwas we seek to prevent bullying and to deal with it if and when it does occur.

It is our policy to:

- Recognise that any behaviour that hurts, threatens or frightens a child should be considered as bullying.
- Prevent bullying. All staff are vigilant in school and on the playground. Spot checks are made in areas such as toilets, cloakrooms and quiet corners.
- Demonstrate to all pupils that the school cares about bullying.
- Make it the responsibility of all school staff to implement this policy.
- Encourage children to speak out.
- Inform the headteacher if bullying is reported or suspected.
- Be watchful of new pupils. Ask someone to look after them while they are settling in; inform lunchtime supervisors and classroom assistants when a new child joins the school so that receive extra care and attention during the first few weeks.

- Help victims to become more assertive by improving their self-image. Give them responsible jobs, praise them in front of their peers and value their contributions.
- Help bullies to become more empathetic and to exercise more control over their aggression. Give them the right messages about acceptable behaviour through drama, role-play, discussion and games.
- Publicise this policy to children and to all adults who have contact with them.
- Tell parents that the school actively discourages bullying.

This policy was reviewed and updated by the Governing Body on **28th June 2018**.