

TATWORTH PRIMARY SCHOOL POLICY AGAINST BULLYING

Reviewed by Premises and Curriculum Committee 3 March 2016

Ratified by Full Governing Body 17 March 2016

Date of Next Review: March 2019

Aims

This school is committed to the prevention of bullying and will tackle all forms of bullying including 'Cyber bullying'.

Within this school we want all children to feel safe to learn, play and be with others.

We want all children to be treated fairly and with respect.

We will not accept any form of bullying whether meant as such or not.

Definition

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

Elements of Bullying

Bullying is a complex problem. The nature, severity, frequency, motivation of the bullies and the numbers involved are all contributory factors.

The Nature of Bullying

Bullying can be physical, verbal or emotional.

Name-calling, teasing and taunting can be emotionally bruising and can include both racial and sexual harassment.

Other forms of bullying include rude gestures, intimidation, exclusion and extortion.

The weapons of the bully include threat and fear.

Not all aggression or name-calling is bullying and this will depend on the context.

The Severity of Bullying

Bullying ranges from horseplay and name-calling to vicious assault. The consequences can result in murder, suicide, injury, running away from home and psychological damage.

The Frequency of Bullying

Bullying can take place several times a day or a week. It can go on for months or even years. However it does not need to go on long without it damaging the victim and being a corrupt influence on others.

The Motivation of Bullies

The bully gets pleasure from others' pain and fear.

Often bullying is learnt from others such as parents, siblings, peers. Sometimes children are encouraged to be aggressive and values in the family may not be those of the school.

Young children can be bossy and this can be perceived as bullying. Most children grow out of this and learn the social skills of negotiation and compromise. However, the bully increasingly relies on threat and force.

Play is a natural part of childhood which becomes bullying when it spoils others' activities, or when violence or hostility is shown through rough intimidatory behaviour.

Characteristics of Bullies and Victims

There are two types of bullies. There are those who directly bully their victims and there are those who are onlookers and give passive agreement to what is happening.

Bullying can involve one or more bullies and one or more victims.

There is no usable stereotype of a bully. There is no unique collection of characteristics which adds up to a definition of a bully. However some of the following may help:

- Bullies tend to have assertive, aggressive attitudes over which they exercise little control.
- Bullies tend to lack empathy; they cannot imagine what the victim feels.
- Bullies tend to lack guilt; they rationalise that the victim "deserves" the treatment.
- Females tend to bully for reassurance that they are accepted and favour psychological methods.
- Males tend to bully to display power and tend to use physical violence.

Again, it is difficult to stereotype victims. The following factors are relevant:

- Victims may be new to the school or class.
- Victims may be different in appearance, speech or background from other pupils.
- Victims may suffer from low self-esteem, although this could be cause or effect from bullying.
- Victims may demonstrate "entertaining" reactions.
- Victims may be provocative by nature.
- Victims may be more anxious or nervous than is usual.

Vulnerability is not always visible to adults.

Victims may see themselves as inadequate and friendless. They may come to believe that they deserve what is happening to them.

Prevention of Bullying

'Prevention' is always preferable to 'cure' particularly when the prolonged effects of bullying can be so damaging. Curriculum time through Personal, Social and Health Education (PSHE) may be used as will Assemblies and class.

The following strategies will be used to prevent bullying:

- Create a climate in which children feel safe to report bullying
- Talk and discuss in assemblies and the classroom about bullying as part of social development
- Assure children that bullying will be dealt with and that children will be treated seriously when they make allegations of bullying and that these will be investigated

- Encourage the children to look after each other and to report incidents they see
- Encourage children to tell a grown-up in school or at home, or a friend, if they are being bullied
- All staff have a responsibility to identify bullies and victims and identify problems
- Early intervention is important
- The Headteacher will be informed of incidents and a record kept.

Dealing with Bullying

The first incident will be dealt with as such, following the guidance in the discipline policy.

Further incidents involving the same child will be dealt with at a higher level according to the discipline policy.

With bullying it is important that both the bully and the victim know exactly what action is being taken.

Work should be carried out with the bully to help prevent future incidents.

Incidents should be recorded and reported to the Headteacher.

Incidents will be dealt with on the following hierarchical basis:

discussion and apology to the victim
 reprimand stressing the reasons
 school sanction
 discussion with parents
 exclusion

- Bullying incidents are recorded in the bullying log, which is maintained by the Principal.
- The Behaviour Policy is followed whereby all incidents are recorded by the class teacher on the class behaviour log and the discipline procedures are followed (see Discipline Policy)
- For serious physical incidents a child will be given a 'red card' and sent to the Principal

As with all policies, this document is reviewed regularly by staff and governors.