



WATERVILLE PRIMARY SCHOOL

ANTI-BULLYING POLICY

Aims and Objectives

- To raise the awareness of pupils, parents, governors, teaching and nonteaching staff and midday supervisors about bullying behaviour
- To provide strategies for preventing and dealing with bullying promptly and consistently
- To provide understanding and support for bullied pupils
- To help build an anti-bullying ethos in the school

Definition of Bullying

- It is deliberately hurtful or threatening behaviour
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident
- It involves dominance of one pupil by another, or group of others

There are five main types of bullying:

- Physical – pushing, hitting, kicking, pinching, any form of violence, threats
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, abusive comments

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff are observant and alert for signs of bullying, which might include:

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem
- being easily distressed
- damaged or incomplete work

When a disclosure is made, it should always be treated seriously and

carefully investigated.

Preventing Bullying

Members of the School Community must:

- look for signs of bullying and act promptly and firmly against it
- raise pupils' awareness of bullying behaviour
- promote themes such as friendship, conflict, power and trust, through circle time, assemblies and appropriate lessons such as PSHE, RE and English
- use drama and role play to explore and prevent bullying behaviour
- teach pupils to be assertive and to resolve conflict constructively
- encourage pupils to tell someone – a friend, class teacher, member of staff, parent – if they are being bullied or made unhappy
- encourage families to contact the school immediately if they are worried that their child may be being bullied
- ensure careful supervision in the playground and be alert for bullying behaviour
- provide books and literature in class libraries which deal with the subject
- demonstrate that bullying behaviour will not be condoned or tolerated and that all incidents will be taken very seriously

Procedure for dealing with Bullying

- Once the behaviour is identified as bullying the incident should be reported to a senior member of staff (Key Stage Co-ordinator or Deputy Head).
- The victim and bully should be interviewed separately.
- The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation.
- Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
- The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support and counselling to modify that behaviour.
- On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.

- On other occasions the bully should be told firmly to stop his/her antisocial behaviour immediately and to stay away from the victim.
- The parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
- Serious or prolonged bullying should always be reported to the Deputy Head/Headteacher and could result in one or more of the following sanctions:
 - writing an explanation or apology for the incident
 - withdrawal of break or lunch time privileges
 - after-school detention
 - behaviour target card
 - withholding participation in school trips or sports events that are not an essential part of the curriculum
 - removal from a particular lesson or peer group
 - removal from the class
 - interview with the head teacher
 - First Day Response allocation
 - fixed term exclusion
 - permanent exclusion
- Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.

A written record should be made of every incident of bullying using an Incident Form (see example attached). The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. A copy of the incident form should be given to the class teacher for filing.

- Parents of both bully and bullied should be informed of all incidents of bullying.

Promoting an anti-bullying ethos in the school

Members of staff should regularly use PSHE lessons or circle time to explore issues such as:

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied or to bully?
- What are the effects of bullying behaviour?
- What would our school be like if bullying was acceptable?

- Why should we try not to bully each other?
- What can we do to stop bullying?

Pupils should be taught the following strategies for dealing with bullying:

Advice for pupils who are being bullied

- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell a teacher or friend what has happened
- Tell your family
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened
- Don't suffer in silence

Advice for pupils who observe bullying

- Don't allow someone to be deliberately left out of a group
- Don't smile or laugh when someone is being bullied
- Tell a member of staff what is happening
- Encourage the victim to join in or play with you or your friends
- Tell the bully to stop what they are doing
- Show the bully that you disapprove of his/her actions
- Never support a bully or be tempted by a bully to do what s/he is doing

CONCLUSION

- Pupils should feel willing to report bullying behaviour in the knowledge that they will be listened to and action taken to remedy the situation
- Bullies should be made to realise that their behaviour is unacceptable and will not be tolerated
- The School Community (pupils, parents, midday supervisors, administrative staff, classroom assistants, teachers and governors) should work in co-operation towards building and maintaining an antibullying ethos in the school.

WATERVILLE PRIMARY SCHOOL
BULLYING INCIDENT REPORT FORM

Pupil's Name: _____ Class: _____

Date: _____

Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)

Names and accounts of any witnesses:

Parents of bully informed: YES/NO

Parents of victim informed: YES/NO

Name of teacher dealing with incident:

(A copy of this form should be given to the class teacher for filing)