



## **SOUTH WEST SCHOOLS' FEDERATION ANTI-BULLYING POLICY**

*This policy is to be read in conjunction with our policy on Anti-Racism, Behaviour and Discipline Policy and our thoughts on Anti-Social Behaviour in our School Prospectus.*

*The definition of 'Bullying' is; ' a persistent act of cruelty to another person. It is deliberate, it can be aggressive, it is repeated often over a period of time, and it is difficult for the victim to defend themselves.'*

Bullying can take many forms;

- **VERBAL** - name calling, insulting, offensive remarks, sarcasm and teasing.
- **PHYSICAL** – hitting, kicking, hiding, and taking belongings, punching, pinching, violent threats.
- **INDIRECT BULLYING** can include spreading stories about someone, exclusion from groups, malicious gossip and rumours, emails or text messages.
- **RACIST BULLYING** includes taunts, graffiti and gestures
- **SEXUAL** Bullying or **HOMOPHOBIA** will include unwanted physical contact and abusive comments.

We acknowledge that there are a number of levels to 'Bullying Behaviour' which can apply to both children and staff. However no matter how insignificant or low level it may be, our policy is to have 'Zero Tolerance', and that we will look into all complaints and endeavour to eradicate this unacceptable behaviour.

### **THE GORDON ALPORT LEVELS OF DISCRIMINATION**

<b>LEVEL 1 - ANTILOCUTION</b> Verbal abuse e.g. name calling
<b>LEVEL 2 – AVOIDANCE</b> Withdrawal of friendship groups - isolation
<b>LEVEL 3 – DISCRIMINATION</b> Using power to gain control over others, excluding who gets what or from games etc
<b>LEVEL 4 – PHYSICAL ATTACK &amp; GRAFFITI</b> Hurting others by use of physical violence. Using graffiti for all to see
<b>LEVEL 5 – MURDER / GENOCIDE / SUICIDE (by victim)</b> Ethnic cleansing etc

### **GENERALLY BULLIES ARE:**

- *Usually bigger and stronger than average*
- *Often bullied at home*
- *Often older than those they pick on*
- *Tend to seek victims who are different in some way or are vulnerable*
- *Often impulsive and have a desire to dominate*
- *Often use their power as a form of control in order to feel better*
- *Generally anti-social, break school rules and can be a nuisance in the community*



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- ***Can use bullying to make and keep friends***
- ***Can be aggressive to parents, teachers and others***

### **RATIONALE**

*It is the responsibility of our whole school community to eradicate bullying and ensure that we have a caring and supportive ethos and that we live by the tenets in 'Every Child Matters'.*

### **AIMS**

- To work towards the outcomes in 'Every Child Matters' and promote them in all aspects of our work
- To promote self discipline
- To promote respect for others
- To promote acceptable behaviour within society and have a regard for authority e.g. police, teachers etc.
- To ensure that all staff promote our ethos and that they too have a safe work place

### **GUIDELINES**

#### **WE NEED TO:**

##### **Identify the problem**

*Be aware that children do not always tell us - they may exhibit symptoms in other ways e.g. withdraw and isolate themselves, unwilling to attend school, complain about missing things or being unwell, refuse to talk about problems and become easily distressed and show signs of unwilling to work or complete tasks and activities or join in PE etc.*

**To be alert to the above.**

**To enable children to tell** - *to promote the fact that we are a 'Telling School' and to define what 'Bullying' is. Regular Circle Time and discussions and use of SEAL*

**To give them regular opportunities** - *to use the 'Issue Boxes' and be anonymous to their peers.*

### **BULLYING AMONGST STAFF**

Sometimes bullies are in position of power or authority. They can behave like this due to a number of pressures or to hide their own inadequacies or envy. For example; overwork can lead to frustration and this may be taken out on others or colleagues.



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Signs for this are; low morale, increased level of staff turnover, high rate of absenteeism, frequent disputes, complaints and grievances, isolation or no social inclusion and inefficient team working.

### **CREATING OUR SUPPORTIVE AND NURTURING ENVIRONMENT**

Victims can think they deserve to be bullied. They feel powerless and vulnerable, may have low self-esteem and confidence.

We need to ensure that everyone knows that bullying will not be tolerated in our school. All incidents will be taken seriously and investigated thoroughly.

The bully is to be helped to recognise their unsociable behaviour and be offered support. There will be a '*no blame*' approach.

We will need to ascertain why children are bullies and appropriate support provided. Reporting of incidents and dealing with them should be clearly established for everyone

### **WE WILL ENSURE**

- Children can tell anyone
- Children can write their issues and post it e.g. *Issues Boxes*
- Reports will be treated in the first instance as confidential and they must be investigated separately –Bully and victim. There should be no rebound on a victim.
- Staff **MUST** report ALL incidents first to the class teacher, then to the SLT and as a final recourse to the Head Teacher
- Parents to be contacted at an early stage on both sides
- All racial incidents are to be reported to the SLT
- Obtain witnesses and establish their version
- Inform and alert all staff
- Impose consequences fairly and consistently
- Take action to prevent further incidents
- Encourage the 'Bully' to accept responsibility and obtain an apology
- Consider counselling
- Encourage the use of a Buddy Bench
- Encourage a Peer Mentoring system
- Maybe useful to appoint a member of staff who a child can trust for them to go to
- Encourage a 'Circle of Friends' approach
- Encourage the children to use their **W.I.T.S.**

(**W**alk away - **I**gnore the bully - **T**ell **S**omeone)

***'Pupils will learn best in a safe and calm environment that is free from***



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*disruption and in which education is the primary focus.'*

### **HELP!!!!!!**

I am being bullied at school,  
Everyday at 3:45pm right next to the swimming pool.  
I get very sad,  
But I also get quite mad.

Unfortunately I have no friends  
I long for the day that school ends.  
I do beautiful work but my dad rips it up,  
I put all the little pieces in a cup.

I feel really cold, cold and dark inside So I just cower and hide.  
There is no escape from this wrath and pain, So I just go on and play this  
nightmare game.

The bully will kill me if I tell anybody that he is bullying me.  
I wish it could end, if I got this big key,  
The key would be to open the door to my heart.  
Then I might get a bit smart.



## **SOUTH WEST SCHOOLS' FEDERATION ANTI-BULLYING POLICY**

I wish this nightmare could end,  
And then I might finally get a friend?

**By**

Thomas George Acton

This policy has been drawn up with the thoughts and ideas of parents at our school.