

# ANTI-BULLYING POLICY



## INTRODUCTION

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

## DEFINITION

Bullying is a conscious and wilful act of aggression and/or manipulation by one or more people against another person or people. This act may be repetitive, or the victim fears that it will be. Bullying is an abuse of power by those who carry it out. It may last for a short period or go on for years. It is at times premeditated and often opportunistic; sometimes it is directed mainly towards one victim, and may occur serially or randomly. A bullying incident may be any incident which is perceived by the target as bullying and needs to be treated accordingly.

## Three main types of bullying

1. Physical: e.g. hitting, kicking.
2. Verbal: e.g. name-calling, racist/gender/homophobic comments.
3. Indirect: e.g. rumours, excluding from playing/parties, taking equipment, texting, videoing.

## Indicators of the characteristics of bullying

Can be mistaken for bullying but it is not bullying	Bullying where harm is intended	Criminal activity
<p>Playful teasing</p> <p>A one-off fight</p> <p>Rough and tumble or play-fighting without real intention to cause damage</p>	<p><u>PHYSICAL</u></p> <p>Biting</p> <p>Hair-pulling</p> <p>Hitting</p> <p>Kicking</p> <p>Locking in a room</p> <p>Pinching</p> <p>Punching</p> <p>Scratching</p> <p>Spitting</p> <p>Any other form of physical attack damaging a person's property</p> <p><u>NON-PHYSICAL</u></p> <p>Abusive language</p> <p>Abusive telephone calls</p> <p>Abusive texting</p> <p>Extorting money</p> <p>Intimidation/threats of violence</p> <p>Name calling</p> <p>Racist/sexist remarks</p> <p>Sexually suggestive language</p> <p>Cruel remarks</p> <p>Spreading false/malicious rumours</p> <p><u>NON-VERBAL</u></p> <p>Direct:</p>	<p>Criminal activity</p> <p>Assault with a weapon</p> <p>Grievous bodily harm</p> <p>Seriously threatening to kill or harm</p> <p>Serious theft</p> <p>Sexual abuse</p> <p>Racial abuse</p>

	<p>Mean faces/rude gestures</p> <p>Indirect:</p> <p>Manipulating/ruining friendships</p> <p>Systematically excluding, ignoring and isolating</p> <p>Sending (often anonymous) poisonous notes</p> <p>Videoing incidents</p> <p>Can be any one or a combination</p> <p>Bullying is usually repetitive</p>	
<p>Suggested School Action:</p> <p>This should be handled sensitively by the school where appropriate but not treated as bullying.</p>	<p>Suggested School Action:</p> <p>This should be dealt with by the school.</p>	<p>Suggested School Action:</p> <p>This should be handled by the police or other appropriate authorities.</p>

Source: *The Anti-Bullying Handbook*, Keith Sullivan, Oxford: OUP

## AIMS

It is the aim of Bridgewater school to:

- promote a secure and happy environment, free from threat, harassment and any type of bullying;
- take positive action to prevent bullying from occurring through a clear school policy on personal and social development;
- show commitment to overcoming bullying by practising zero tolerance;
- inform pupils and parents of the school's expectations and to foster productive partnerships with them, which helps to maintain a bully-free environment;
- ensure that everyone at Bridgewater is aware of their role in fostering the knowledge and attitudes which will be required to achieve these aims;
- ensure that pupils are able to transfer their learning to the wider community.

## RESPONSIBILITIES

Governors will:

- support the school in its endeavours to encourage the involvement of parents in all aspects of their children's education;
- monitor the incidence of bullying in the school;
- regularly review this policy document.

The Headteacher will:

- record incidents and monitor regularly, informing the governing body of the results;
- let the child know what is being done, setting a time and date for a meeting;
- inform parents of procedures in place and actions taken;
- reassure the pupils that they have done the right thing by telling someone;
- find out details and not make the child feel responsible for being bullied;
- identify areas of the environment where bullying may occur (corridors, classrooms where the teacher is absent, playgrounds) and deal with these areas preventively;
- decide which strategy is appropriate (e.g. anger management, circle time) and put it into practice;
- ensure that the school's Buddy scheme operates effectively;
- ensure that the school council is involved in the review of this policy.
- provide appropriate opportunities for staff training.

Staff will:

- inform themselves of the signs of bullying (see appendix 1);
- defuse the situation and remain calm and non-judgemental;
- separate the bullying actions from the person who is bullying (allows a way out and becomes a win-win situation);
- explain clearly to the child who is thought to have bullied what is going to happen to ensure that they understand the school rules, their own and others' responsibilities and the consequences that may follow;
- involve and inform parents of events and consequences that may follow;
- decide which strategy is effective and appropriate.

Parents can:

- obtain a copy of the parent anti-bullying leaflet;
- support their child: tell them that it is not their fault; that they can't choose the way people behave towards them, but they can choose how they respond;
- find time to talk to your child: empathize with their situation; although they can't choose what happens in their life, being happy is a positive personal choice;
- remind your child how resilient and strong they are: they keep going to school despite facing daily bullying;
- remind them that they are a unique and wonderful person, with the same rights as everybody; that they can use the power of anger to protect themselves without having to attack anyone else;
- speak to the teacher about the problem;
- if the issue is not resolved, see the Head and ask to see the policy;
- request initiation of an action plan and time-line to monitor the bullying;

- support your child and the school by becoming involved in reviewing the policy; if the matter is not resolved, contact the Chair of Governors.

Parents will be expected to:

- be involved in their child's school life and attend parents' evenings etc.;
- let the school know of any concerns that they have that their child is being bullied or is bullying (see appendix 1);
- be supportive of the school's expectations of behaviour;
- respond to school concerns positively and without delay;
- be aware that the school has no responsibility to deal with bullying incidents that occur outside school premises but that the school will endeavour to support the pupil and parents in such circumstances.

Pupils are expected to:

- be involved in a proactive school council;
- support the school rules, rights, responsibilities and consequences;
- take responsibility for their behaviour;
- respond to school concerns positively and without delay.

Reviewed: Autumn 2020

To be reviewed: Summer 2022

## APPENDIX 1

### Signs of bullying

#### Signs of being bullied:

- The pupil's work may be suffering.
- They appear to have no visible friends.
- They appear unhappy.
- They have frequent absences.
- They have a tendency to display aggressive behaviour.
- The pupil may complain of headaches, stomach aches or show signs of anxiety, irritability or stress.
- They may refuse to attend school.
- They may be unwilling to talk about school.
- They may appear to have few or no friends.
- They may lose money or property.
- They may have unexplained bruises or scratches.

#### Signs that a child is bullying:

- They may have more money than usual.
- They may have property that does not belong to them.
- There is a suspicion of inappropriate use of texting or emails.
- They may be more aggressive and belittle others.

## APPENDIX 2

### Further information

Parent line: [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

Free Help line: Tel 0808 800 2222

Anger management: <http://www.kidshealth.org>

### Books:

*Tackling bullying in your schools: a practical handbook for teachers*, Routledge: London & New York.

*Peer counselling in schools: a time to listen*, David Fulton. London, 1996

"Should we blame the bullies?" Peter K Smith in *The Psychologist* Vol: 14 No 2, Lucky Duck Publishing Ltd.: [www.luckyduck.co.uk](http://www.luckyduck.co.uk)

*Your child bullying*, Alexandra Jenny. Element, 1998.

*Feel the fear and do it anyway*, Susan Jeffers. Arrow, 1991