



Against-Bullying Policy

Reviewed by	Curriculum & Learning Committee
Agreed on	Dec 2016
Signed	Ian Wallace

Our Core Values: Honesty, Loyalty, Caring, Sharing and Forgiveness



An agreed procedure

Bullying in any form is not acceptable at Offwell C of E Primary School. The following procedure will be adopted to deal with any suspected or proven case of bullying.

What is Bullying ?

In order to tackle the problem of bullying practically, an agreed definition is required.

- *Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. All bullying is aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying.*
- *Bullying is aggressive, but is more complex behaviourally than a punch up or foul language.*
- *Bullying in the form of emotional or psychological aggression is less visible, but very painful to the victim.*
- *Any behaviour which is not provoked or in self-defence, but is the premeditated, illegitimate use of power in order to hurt others, is bullying behaviour.*

Recognising bullies

There is no unique collection of characteristics that adds up to a bully. Children who bully are not always easily recognised. Both male and female bullies do have something in common, however:

- 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 somehow 'deserves' the bullying treatment
- Bullies do not come in standard sizes. Bullies are not recognisable stereotypes. To rely on a stereotype definition may mean that the bully is not recognised.

Bully gangs

Bullies can come in multiples. Bullying by a gang or group is more likely to become visible than bullying by an individual, simply because more people are involved. It is important to remember that the gang is made up of individuals and each individual must be made to take responsibility for their actions. Punishment will be for each individual.

Recognising victims

Bullies pick on vulnerable children. In some cases, children seen as different in appearance may be bullied.

Victims may be children who:

- Are new to the class or school
- Are different in appearance, speech or background from other pupils
- Suffer from low self-esteem
- Demonstrate 'entertaining' reactions when bullied, e.g. tantrums, loss of control
- Are more nervous or anxious
- All of these are simply possibilities not predictions of victimisation. The victim may be the child who is in the wrong place at the wrong time. It is important to recognise that there are occasions where one child feels bullied without there being one person/group responsible for bullying them, this will also be taken seriously and support given to the child/ren.

Victim groups

Victims may also come in multiples as part of a particular group. Boys may bully girls, big ones may bully little ones, high achievers may be bullied because they are perceived to be better than anyone else. Children can become victims if they are in the 'wrong group'.

Anti-bullying action



Offwell C of E Primary School

Reporting the incident

All children are taught at school that they can and should speak out if anyone is doing anything to them that they don't like. This message is reinforced in class times, year group meetings and through assembly themes.

The message given is "if someone is doing something to you that you don't like – TELL".

Children are also taught that telling someone – anyone, is much better than telling no one. The children are also taught not to retaliate themselves.

All children will be taught to recognise bullying alongside strategies to support and help themselves and others through the PSHE programme in order to reinforce the message that they must tell someone when they feel unsafe.

Action to be taken

Reported incidents of bullying behaviour will be treated with the utmost seriousness, whether these are reported by a child, a parent or a member of staff and a record will be kept.

The 'victim' will be listened to, believed and reassured that every effort will be made to stop the bullying. The 'victim' will also be asked what action they feel is appropriate for the school to take.

Staff will take action immediately to try and establish the facts of any reported incident. This will involve talking to the 'victim', the alleged perpetrator, individuals, groups of children, talking with other staff, talking with other identified or likely witnesses. Whilst information will be dealt with sensitively, confidentiality cannot be guaranteed.

Staff will be actively involved in observing behaviours and collecting evidence which may support the allegation. If the bullying is confirmed then the 'bully' will be dealt with in accordance with the school behavioural policy. The parents will be informed and invited to discuss the situation with the Headteacher. The 'victims' family will be informed of the steps being taken and the 'victim' will continue to receive ongoing support whilst the situation is resolved.

In addition:-

- Support from outside agencies may be sought for the 'victim' or the bully/ies if appropriate.
- Placement on the school's register of concern may be considered if appropriate for the 'victim' or the bully/ies.
- All incidents of bullying will be reported to the governing body.

Procedure.

The following procedure can be helpful in resolving bullying.

1. Class teacher discusses with all children individually and as a larger group, agreeing a way forward.
2. Class teacher monitors regularly, following up with all children.

Where bullying is not resolved:

3. Where applicable, a senior teacher will become involved, situation monitored regularly.
4. Parents of all children are informed by letter (there may also be telephone/verbal communication).
5. At the point of review, if the situation has not been resolved parents will be asked to meet with the Headteacher for discussion.
6. Should the bullying not be resolved, action beyond this point will be taken on an individual basis.