



Anti-Bullying Policy

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Bullying

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour;
- it is repeated over a period of time;
- it is difficult for those being bullied to defend themselves.

It can be:

- physical - hitting, kicking, taking belongings;
- verbal - name calling, insulting, racist remarks;
- indirect - spreading nasty stories, excluding someone from social groups.

Victims Any child can be bullied. There are certain recognised risk factors which will make being bullied more likely. These include:

- lacking close friends in school;
- being shy;
- coming from an over protective family environment;
- being from a different ethnic or racial group to the majority.
- being different in some obvious respect from the majority;
- having special educational needs;
- being a 'provocative victim' - a child who behaves inappropriately with others, barging in on games or being a nuisance.

None of the above can excuse allowing a child to be bullied. All such behaviour is unacceptable and will not be tolerated at Hatchell Wood Primary. However, we need to be clear about what is bullying and what is an argument getting out of hand.

The ABA defines bullying as:

the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace. Bullying includes any number of repetitive behaviours where the perpetrator or perpetrators intend to cause harm – these could include name calling; making offensive comments; hitting, kicking and shoving; stealing or harming belongings; graffiti; coercion; spreading harmful messages through gossip; sending or spreading harmful messages and images via mobile phones and the internet; excluding or isolating someone from the peer group.

Bullying can also be cultural and systemic. It may be linked to wider prejudicial behaviour and targeting of certain groups – for example, homophobic bullying; bullying of children with special educational needs and disabilities; bullying relating to race and religion; bullying of children in care; bullying of children who care for their parents or their siblings (young carers) and gender-based bullying.

- Bullying behaviour deliberately causes hurt (either physically or emotionally).
- Bullying behaviour is usually repetitive (though one-off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour).
- Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves).
- Bullying behaviour is not teasing between friends without intention to cause hurt.
- Bullying behaviour is not falling out between friends after a quarrel or disagreement (though in some cases this can lead to bullying).
- Bullying behaviour does not include activities that all parties have consented to and enjoy (though this needs to be watched as coercion can be very subtle).

Different types of bullying

There are a number of ways to bully another person, causing physical and emotional hurt.

We know that some of the most common methods include verbal comments and name calling, sending or posting of messages and images online or through mobile phones, and causing social isolation. Bullying can also be physical – such as hitting, kicking and shoving, slapping and other forms of non-consensual touch. Other areas could include stealing someone's possessions and extortion.

Bullies and the bullied

It is not always easy to identify those who bully and those who are bullied. These are not personality types – no one is born a bully or a victim of bullying – this is about behaviour and inter-relational conflict.

Bullying can be overt and detectable – such as a physical assault, or it can be subtle and more difficult to spot – such as the spreading of rumours or deliberate social exclusion. There are children who both bully and are bullied by others.

Emerging types of bullying

Developments in technology have provided new opportunities for inter-relational conflict and harassment, commonly called cyberbullying. Cyberbullying, as with any form of bullying, is driven by the desire to cause hurt. Cyberbullying can include sending or posting harmful messages, comments and images online or through mobile phones; excluding others from social networking; and impersonating other people in order to cause harm.

Bullying outside of school

Bullying behaviour can take place both inside and outside of school. Bullying outside of school can impact on the school day – this may include incidents of cyberbullying; bullying on the way to and from school; and any arguments between peers outside of school that can lead to bullying behaviour. There may also be additional problems in families and the wider community that have an impact on bullying behaviour in school, such as a climate of racism and harassment, family feuding, domestic violence and gang-related behaviour.

Strategies for dealing with bullying

The strategies as outlined in the behaviour policy will be used, but the following points can be made specifically in relation to bullying

- All incidents of bullying are recorded and reported to the headteacher
- the victim is counselled and urged to report any further incidents immediately
- the teacher and/or head speaks to the child doing the bullying and states clearly that it is wrong and must stop
- the pupil doing the bullying will be placed on report and will be closely monitored
- parents on both sides are informed, and the victim's parents are asked to report any further incidents to the school if the pupil discloses at home rather than at school
- other school staff are alerted
- if the victim feels uneasy about reporting a further bullying incident, then the matter can be raised with the perpetrator without naming the victim.

General advice for schools and governors

Anti-bullying Alliance www.anti-bullyingalliance.org.uk
Advisory Centre for Education www.ace-ed.org.uk
Governornet www.governornet.co.uk
NGA (National Governors' Association) www.nga.org.uk
NSPCC www.nspcc.org.uk

Support for children and young people

Childline www.childline.org.uk
Cybermentors www.cybermentors.org.uk
Kidscape www.kidscape.org.uk

Support for parents and carers

Advisory Centre for Education www.ace-ed.org.uk
Parentline Plus www.parentlineplus.org.uk
Cyberbullying
Childnet www.childnet-int.org
Thinkyouknow (CEOP) www.thinkyouknow.co.uk
StopTextbully www.stoptextbully.com
Cyberbullying.org www.cyberbullying.org

Sexual or gender-related bullying

NSPCC www.nspcc.org.uk
Women's Aid www.womensaid.org.uk

Bullying related to special educational needs and disabilities

Mencap www.mencap.org.uk
National Autistic Society www.autism.org.uk
Young Minds www.youngminds.org.uk
Every Disabled Child Matters www.edcm.org.uk

Bullying related to race and religion

Equality and Human Rights Commission www.ehrc.gov.uk
Save the Children www.savethechildren.org.uk
Race on the Agenda (ROTA) www.rota.org.uk

Other specialist agencies

Combating Obesity www.combatingobesity.org.uk
Changing Faces www.changingfaces.org.uk