

# Archbishop Hutton's V.C. Primary School

## Anti-Bullying Policy



*For God and sound learning*

**Archbishop Hutton's V.C. Primary School**

**Anti-Bullying Policy**

Date approved: 11/10/18

Next Review: September 2019

Signed: \_\_\_\_\_ M. Jackson (Chair of Governors, Mrs. M. Jackson)

Date: 11/10/18

Signed: \_\_\_\_\_ S. Watson (Headteacher, Miss. S. Watson)

Date: 11/10/18

**SCHOOL MISSION STATEMENT**

**“This school welcomes all, whatever your background,  
so that you can achieve your God-given potential”**

**Rationale**

It is the right of every child in our school to receive an education free from humiliation and abuse. It is the responsibility of all staff and pupils to help create an atmosphere which is caring and protective and does not tolerate the victimisation of any person by another.

- Bullying affects and damages both our school and the individuals within it;
- Children have the right to know that they will be protected from bullies within our school and when moving to and from our school;
- Everyone needs to know that positive action will be taken and that any incidents will be handled and recorded in a systematic way;
- Bullying, in its many forms, must be recognised and acted upon;
- Both bullies and victims need help and advice;
- Early intervention and a proactive approach will serve to reduce potential incidents and affect behaviour.

Seeking an understanding

Bullying has always been a problem in schools and the wider society, however there can be disagreement as to what constitutes bullying behaviour, who does the bullying and how it can be prevented.

It is important therefore to state our understanding of the term and place it within the context of this policy.

## What is Bullying?

- Bullying is the wilful, conscious, illegitimate use of power in the desire to consistently hurt, damage or frighten another person.
- Bullying can be carried out physically, verbally, emotionally or psychologically or through cyberspace.

Bullying in the form of emotional or psychological aggression is much harder to see, although equally as painful to the victim.

Cyberbullying can be defined as ‘the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.’

- All bullying is aggressive although not all aggression is bullying.
- Bullying is more complex behaviourally than falling out of friends, calling someone a name after a fall out, a fight or swearing at someone.
- Bullying can take place individually or as part of a group.

## Who are Bullies?

Identifying bullies can be difficult. A child does not become a bully simply because they have an argument, a fight or fall out of friends.

A bully is often someone who tends to:-

- have assertive, aggressive attitudes to others over which they can exercise little control;
- lack an understanding of other’s views and situations and have little empathy for the feelings of others;
- lacks guilty feelings towards the people being bullied;
- seeks gratification in the humiliation of, or power over, others;
- some bullies act individually whilst others can persuade other children to join them in targeting an individual person.

## Some potential/possible signs of bullying may include:

- Unwillingness to come to school;
- Withdrawn or isolated behaviour;
- Complaints about missing possessions;
- Refusal to report incidents against them;
- Becoming easily distressed.

## Guidelines for the prevention of bullying

- A clear understanding as to what counts as bullying;
- Everyone working collaboratively “it’s not somebody else’s business”;
- Good discipline maintained in line with the school policy;
- All staff aware of potential trouble spots;

- Key times in the day - usually before and after school, around playtimes and lunchtimes, in toilets or cloakrooms, supervised properly;
- Records of behavioural incidents kept by all staff;
- Everyone aware of the policy;
- Children to be aware of what to do if they are bullied and encouraged to talk to others.
- Children encouraged to speak out against bullies and to air their worries and concerns.
- New children carefully integrated into school;
- Children encouraged to be assertive rather than aggressive and more socially skilled;
- Positive action to encourage children to control aggression and be more empathic;
- Development of curriculum opportunities to transmit messages of acceptable behaviour.
- Develop all childrens self-esteem but particularly those children who have been victims of bullying;
- Inviting outside agencies who are supportive of Anti-bullying - N.S.P.C.C.
- Hold an anti-bullying awareness day on an annual basis.
- Take a restorative approach to dealing with bullying (see appendix 3 for guidance)

### **Response/Action**

#### **When informed of, or aware of, bullying staff will:**

- remain calm;
- take the incident or report seriously;
- identify those who are involved;
- reassure the victim;
- offer help advice and support to the victim;
- make it clear to the bully that they disapprove;
- report the incident as quickly as possible to the teacher in charge (usually the Headteacher – see Appendix 1: Bullying Incident Form)

#### **The Headteacher/Teacher in charge will**

- encourage the bully to see the victim's point of view;
- inform the parents of the bully;
- inform the parents of the victim;
- inform the relevant staff who will support the victim and bully through the process;
- record all incidents of bullying on the bullying incident form; (See Appendix 1: Bullying Incident Form)
- draw up an action plan;
- inform parents of the bully and the bully of the action plan.

#### **Action Plan:**

The following actions can be taken and will form part of any action plan.

- be involved with relevant staff;
- seek an apology;
- punish the bully with a verbal reprimand and in addition any of the following actions can be undertaken:

1. serving the school community;
2. withdrawal of break(s) and/or lunchtime period/privileges;

3. remove from class to Head or DHT;
4. removal of responsibility positions (parent informed);
5. withholding participation in extra-curricular activities (that are not part of the curriculum (parent informed);
6. Pastoral Support Programme (parent informed);
7. withholding of attendance or participation in privilege activities (parties etc); (parent informed)
8. removal from class for a fixed period (half day); (parent informed)
9. removal from class for a longer fixed period (no longer than 3 days); (parent informed)
10. managed move to another class (parent and Governors informed)
11. in serious cases fixed term exclusion; (parent and Governors informed)
12. in extreme cases permanent exclusion. (parent and Governors informed)

### **Conclusion**

Bullying in our school will not be tolerated.

**APPENDIX 1:**

**CONFIDENTIAL  
BULLYING CONCERN FORM**

Date of Incident \_\_\_\_\_ Time: \_\_\_\_\_

**Observation**

Name(s) of Pupils Involved	Year	Class

**Action taken**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Parents informed YES/NO**

**Any other information**

Form seen by	HT/DHT YES/NO	Class teacher YES/NO
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## **Appendix 2**

### **Restorative approaches to bullying behaviour – breaking the cycle of power and control**

There is an unfortunate polarisation of views about what to do in cases of bullying in schools. Some people believe that the situation needs to be tackled by punishing those who have been bullying without considering the risks, let alone the morality or even the logic of such an approach. Punitive responses can be either ineffective or downright dangerous, breeding resentment and making matters worse. So what is the alternative if neither of these approaches is used? The contribution of using a restorative approach offers a unique opportunity to all those involved, including the families of the young people, for learning, healing and reparation. The words 'bully' and 'victim' are not used, since such labelling totalises people and makes it more difficult for people to behave differently from their label, or be seen as more than their label. Furthermore, as research has shown, someone who is bullying one day can be on the receiving end of bullying another day and vice versa, so such labels are unhelpful.

#### **Why not punish?**

Punishment makes a person resentful, not reflective, and so people who bully are not made accountable, in the true sense of the word – they don't have to face up to the reality of just how many people have been affected, directly and indirectly, by their unacceptable behaviour. They are not given the chance to hear, first hand, about the pain, hurt, distress and anger they have caused, to those victimised, their parents, their own family, and the wider school community.

Adults often wonder why victimised young people are frightened to report bullying – it is because the perpetrators and their friends make life very unpleasant for these 'tell-tales' – either immediately or later. Punishment does nothing to restore any of these relationships, and indeed makes them worse, so no wonder there is retaliation.