

**Long Ditton St Mary's**  
Church of England (Aided) Junior School



**ANTI-BULLYING POLICY**

**January 2007**

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**Aims**

- To promote the well-being of everybody based on trust between all members of the school community. It is the responsibility of everybody within the school to prevent bullying from occurring.
- To promote an environment free from verbal and physical abuse and to provide an education free from oppression and humiliation, where everybody has the chance to participate in the social and educational opportunities offered by the school.
- To report and record all incidents of bullying.
- To promote a “whole school” approach to bullying, where signals and signs are recognised and immediate and effective action is taken. Bullying is less likely to occur in schools when the problem is recognised.

**What is Bullying?**

Bullying is any form of behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked and is often repeated and can continue for a long period of time. It always reflects an imbalance and abuse of power. Bullying behaviours are aggressive although they may not seem so. (As defined by Sonia Sharp in “Bullying Behaviour in Schools”, published by NFER Nelson.)

- Emotional —excluding, tormenting (i.e. hiding books, threatening gestures)
- Homophobic —because of or focusing on the issue of sexuality
- Physical —punching, kicking, hitting, or any use of violence
- Racist —racial taunts, graffiti, gestures
- Sexual —unwanted physical contact or sexually abusive comments
- Verbal —name-calling, sarcasm, spreading rumours, teasing

In a school bullying can be:

- young person – young person;
- adult – young person;
- young person – adult;
- adult – adult;

**Promoting Anti-Bullying Behaviour**

It is important to remember that adult behaviour should model the behaviour expected of pupils in the school. Certain types of behaviour do not promote an ethos of anti-bullying. These include:

- deliberate humiliation;
- promoting the view that some people are ‘fair game’;
- excusing behaviour as only being a joke;
- implying that it is acceptable to get pleasure from other people’s pain;
- using power and status as a means of control;
- not finding time to listen.

Therefore we expect our staff to:

- treat everyone with respect;
- not set up victims;
- model an appropriate use of authority and status;
- make explicit statements against bullying;
- work together to change unhelpful attitudes.

We encourage the children to behave with the expected degree of decency and tolerance towards one another and to follow the classroom and playground rules, which promote respect for others. The following behaviours are not tolerated within the school:

<ul style="list-style-type: none"> <li>• name calling;</li> <li>• excluding;</li> <li>• teasing or ‘winding up’;</li> <li>• kicking/hitting;</li> <li>• other physical violence;</li> <li>• spoiling work;</li> <li>• spitting/biting;</li> <li>• preventing others from working;</li> <li>• glaring/staring;</li> <li>• passing notes;</li> <li>• tripping up;</li> <li>• pinching;</li> <li>• chanting;</li> <li>• damaging property;</li> <li>• refusal to touch others or their things;</li> <li>• belittling/degrading;</li> <li>• ‘ganging up’;</li> <li>• stealing;</li> <li>• humiliating;</li> <li>• swearing;</li> <li>• ignoring;</li> </ul>	<ul style="list-style-type: none"> <li>• whispering;</li> <li>• aggression;</li> <li>• sexual harassment;</li> <li>• gender abuse;</li> <li>• exploiting physical weakness;</li> <li>• not giving credit;</li> <li>• mimicking;</li> <li>• obstructing;</li> <li>• spreading rumours;</li> <li>• racial abuse;</li> <li>• shouting at;</li> <li>• dares;</li> <li>• forcing people to join a group;</li> <li>• threats/extortion;</li> <li>• inappropriate use of ‘publicness’;</li> <li>• grabbing what you want;</li> <li>• demanding;</li> <li>• criticising in a negative way;</li> <li>• denying choices;</li> <li>• frightening;</li> <li>• verbal abuse about family members.</li> </ul>
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### **Procedure**

Where bullying does occur, pupils and adults are encouraged to report it to the child’s class teacher or to the Headteacher. All reports will be followed up and the school will:

- operate a reporting and recording procedure;
- deal with incidents reported, quickly and fairly;
- take account of any evidence and all views;
- provide anonymity for the victim, where possible;
- offer support and advice to the victim;
- offer support and advice to the person responsible;
- ensure that all involved are kept informed of actions;
- operate a system of sanctions, which will reflect the seriousness of the incident.

### **Interventions**

- After the first known incident, both the bully and the victim should be counselled by the class teacher, key stage coordinator or the Headteacher, depending on whom the incident has been reported to. If necessary, the matter would be referred straight to the Headteacher.
- If an incident occurs within the classroom, the existing system of “steps” should be used to discipline the child, if appropriate. If the adult in charge feels that the incident is too major to be dealt with by the “steps” system, the child should be sent to or collected by the Headteacher, or her deputy.
- Sometimes it may be appropriate to get a written account of what happened from all parties concerned.
- Contact the parents of both the bully and the victim in the majority of cases. This should be carried out by the Headteacher and should be followed by feedback about the progress made in dealing with the issue.
- Feedback to victims, bullies and other concerned parties, e.g. class teachers or playground staff, about progress made in dealing with the incident. When the Headteacher has met with the parents, a meeting will be set up between the Headteacher, the class teacher and the head of upper or lower school to convey the results of the meeting and the action to be taken. At the Headteacher’s discretion, an impartial governor may be asked to provide advice and sometimes attend the parental meetings. If deemed necessary, the Headteacher may inform County Hall.
- The use of appropriate counselling strategies including the “no blame” approach (as detailed below) where suitable.

Step one: interview with the victim. When the teacher finds out that bullying has happened he/she starts by talking to the victim about his/her feelings. He/she does not question them about the incidents but he/she does need to know who was involved.

Step two: convene a meeting with the people involved. The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six or eight young people works well.

Step three: explain the problem. The teacher tells them about the way the victim is feeling and might use a poem, a piece of writing or a drawing to emphasise his/her distress. At no one time does the teacher discuss the details of the incidents or allocate blame to the group.

Step four: share responsibility. The teacher does not attribute the blame but states that he/she knows that the group are responsible and can do something about it.

Step five: ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but he/she does not go on to extract a promise of improved behaviour.

Step six: leave it up to them. The teacher ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet them again to see how things are going.

Step seven: meet them again. About a week later the teacher discusses with each pupil, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

- If incidents still continue, further counselling takes place, and if appropriate, help sought from Educational Psychology or Behaviour Support.

### **Sanctions Available**

- Withdrawal from play time (which may involve writing a letter of apology.)
- Withdrawal from representing the school.
- Withdrawal from favoured activities.
- Withdrawal of privileges.
- Exclusion from peers.
- Referral to senior staff.
- Request help from Educational Psychologist.
- Exclusion from school.

### **Complaints Procedures**

Any parent or pupil wishing to complain about the way a bullying incident has been handled can do so by writing to the Headteacher. The Headteacher will then record their issue in an incident book and if necessary inform the governing body.

### **Links to Other Policies**

- Behaviour
- Personal, Health, Social and Citizenship Education (PHSCE)
- Equal Opportunities