



## ***Anti-Bullying Policy***

**Recommended by:**

**Teaching, Learning & Achievement Committee      Date: 7 October 2015**

**Adopted at Full Governing Body Meeting              Date: 24 November 2015**

**Signed by R J Collis DL, Chair of Governors:**

**Review date: Autumn Term 2018 (earlier if any legislative change)**





# The Cottesloe School

---

30 November 2015

*Please sign and return this form as soon as possible, and keep the attached document for future reference*

**To: Mr A McBurnie, Headteacher**

I confirm that I have received a copy of the Anti-Bullying Policy, which was adopted by the Full Governing Body on 24 November 2015.

Signed .....

Name .....  
(Block Capitals)

Date .....



## **ANTI-BULLYING POLICY – SEPTEMBER 2015**

As a school, it would be naive of us not to realise that in a community of over one thousand children/adolescents bullying, in various forms, is likely to occur. As it is often a secretive activity, we need to develop and maintain strategies that seek to change attitudes and create a school ethos that will not tolerate bullying of any kind; in short, make bullying socially unacceptable. Schools as public bodies have duties under The Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation.

Research in this country suggests that bullying affects 25% of school-aged children. It affects a larger percentage indirectly, ie. those who witness distressing acts of violence or worry that they will fall prey to the bully at a later stage. Researchers believe that there is a decline in bullying behaviours from Year 10 onwards although antisocial activities may continue for some students who are members of out of school gangs or those whose home circumstances are hallmarked by violent behaviour.

Research shows that boys are more likely to admit to bullying than girls; however, this does not imply that boys are more likely to be bullies. Both male and female bullies do have some things in common:

- they tend to have assertive, aggressive attitudes over which they exercise little control;
- they tend to lack empathy; they have difficulty imagining what the victim feels;
- they tend to lack guilt; they rationalise that the victim somehow deserves the bullying treatment;
- they have suffered some form of emotional damage through their relationships to date.

Some bullies act individually, to demonstrate their power or leadership to their friends as well as to witnesses. Some bullies actively persuade others to join them in bullying, to confirm solidarity of the group. In essence, bullying is a cowardly activity since there is a clear imbalance of social power and/or physical prowess in favour of the bully.

Victims may be students who:

- are new to the school;
- are different in appearance, academic ability, speech or background;
- suffer from low self-esteem (it is not clear whether this is a cause or effect of bullying);
- demonstrate 'entertaining' reactions when bullied, e.g. tantrums or loss of control;
- are more anxious or nervous.

In recent years, with the spread of electronic communication, bullying has extended to the victim's home and when social networking sites are involved, to large numbers of other students in a short space of time. The impact of this type of bullying at home and at school is presenting a huge challenge to parents and school staff.

Perhaps it would be helpful to consider a school agreed definition of bullying?

### **Definition**

The wilful, conscious desire to hurt, threaten, frighten or ignore someone else, over a period of time. Invasion of private space and property. Other victims of bullying may suffer in the following ways: they will not be able to use some areas of the school and

neighbourhood because of fear; they will be subjected to intolerance, especially where the student is different in some way; they may fail to achieve personal potential because of reinforcement of lack of self-esteem.

## **Aims**

In order to prevent and combat bullying the school must:

- make every effort to know the children we teach or come into contact with outside the classroom;
- be aware of the various forms of bullying;
- be alert to the signs that bullying may be taking place;
- supervise key areas around the school where bullying is likely to take place;
- create and maintain a caring attitude which encourages the victims of bullying, witnesses to incidents and students in general to speak out;
- deal appropriately with situations as they arise using clearly defined procedures for investigation of incidents;
- keep detailed records of incidents;
- support and counsel both the victim and the bully;
- emphasise prevention by using a variety of means to communicate the messages about bullying to students, parents and staff;
- communicate our values, beliefs and actions to all concerned;
- participate in training events and learn from examples of good practice either from colleagues within the school or from other schools.

## **Guidelines for Staff**

- be alert, observe the social relationships of the students in your tutor group, do not turn a blind eye to any incident whilst on duty or merely walking through the school;
- be aware of telltale signs such as absenteeism, under-achievement, emotional outbursts, frequent reporting to the Senior First Aider, withdrawal from play with other students or from participation in PE, the child that appears a 'loner';
- treat all incidents seriously; do not dismiss them as 'rough and tumble' or 'tittle - tattle' or as someone else's problem;
- listen to students' points of view by developing their confidence in discussing problems, perhaps through relevant activities during the 20 minute morning registrations and tutorial activities;
- follow the agreed procedure for responding to incidents;
- try not to react aggressively yourself - your response should reflect the severity of the incident;
- show that you have a committed position on bullying by following up incidents at prearranged times;
- deal with minor incidents yourself, remembering to keep a detailed record, but do not hesitate to involve other members of staff, especially Heads of Years;
- ensure that any perceived 'racist' incidents are logged appropriately.

## **Procedure**

- if the situation is not immediately resolved it must be referred to a Head of Year;
- the Head of Year will record their discussions with both parties;
- where groups of students are involved, they will all be spoken to;
- both victim and bully may be counselled;

- all sets of parents will be informed in writing and meetings arranged, if necessary, to discuss issues relating to their child;
- sanctions may be used against the bully as appropriate - if the incident was particularly violent or malicious this may include a period of exclusion;
- outcomes can only be discussed with the parents/carers of their child. Information and student academic records can not be shared with other parties due to confidentiality and data protection.

### **Complaints**

Should a parent or student feel unhappy about the way that the school has responded to an incident, their complaint must be heard. This may be with an Assistant Headteacher or the Headteacher. However, the governors may become involved, through the Disciplinary Sub-Committee, if parents remain dissatisfied.

### **Review**

This policy will be reviewed in three years (earlier if any legislative change).

September 2015

