



SHIPTON BELLINGER PRIMARY SCHOOL ANTI-BULLYING AND AGGRESSIVE BEHAVIOUR POLICY SPRING 2025

School Vision

Through our STAR values, we aim to *provide a safe and respectful learning environment where everyone can grow and achieve together.*

School Statement on Bullying

The aim of this policy is to outline the school's zero tolerance approach to bullying, in all its forms, and to give guidance to all staff, learners and parents regarding what to look for, what to do and how the school will investigate and deal with bullying behaviour.

This policy was formulated using a range of national documents: including Anti-Bullying Guidance for Schools, Anti-Bullying Alliance Statement of Purpose, Children's Act (2004), Local Guidance: Hampshire Children's & Young People's Plan (2009); HCC Children & Young People's Anti-Bullying policy (2009).

Aims

To ensure:

- a community in which every member is respected as a human being;
- an environment where everyone feels happy, safe and secure, free from intimidation, threat or harm from other people or any type of bullying behaviour.
- an environment, where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- pupils and parents are informed of the school's expectations and productive partnerships are fostered which help maintain a bullying free environment.
- a clear approach to continuously improving our approach to bullying, by regularly monitoring and reviewing the impact of our preventative measures.
- that a clear model of co-operation is continually demonstrated by all staff;
- that bullying is uncovered by the direct observation and reporting of bullying by staff and or pupils; reporting by victims themselves or reporting by parents and carers.

Communication

This policy and these procedures will be communicated and discussed with children, parents, governors and all staff. The policy will be communicated to children through school worship, school posters, class discussions (especially of real incidents), "Circle Time", drama and role-play, etc. Children will be told how to identify and inform about bullying, whatever form it takes.

The emphasis in all the above will be that aggression and bullying always hurts someone and will not be tolerated. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Definitions

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or a group of people towards another individual group, where the bully or bullies hold more power than those being bullied. If bullying is allowed, it harms the perpetrator, the target and whole school community and its secure and safe environment.

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence/ unwanted physical contact
- Racist - racial taunts, graffiti, gestures
- Visual/ Written - graffiti, gestures, wearing racist insignia
- Damage to personal property
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse, messaging, social media, email, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities
- Threat with a weapon
- Theft or extortion
- Persistent Bullying
- Race - racist bullying
- Sexual orientation (homophobic or biphobic)
- SEN - Special Educational Needs or disability
- Culture or class
- Gender Identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Code of Practice / Procedures

Everyone at Shipton Bellinger Primary School has a responsibility to respond promptly and effectively to issues of bullying. Any allegations of bullying are taken seriously.

1. When any report of bullying is received, any bullying or threats of bullying will be investigated and the bullying stopped quickly.
2. The person investigating any report of bullying will
 - Talk to the pupil about it.
 - Listen.
 - Offer support.
 - **NOT** ignore it.
 - **NOT** say phrases such as, "You should stand up for yourself", "It is just part of life", "You must get used to it".
 - Alert the class teacher, assistant Headteacher, Headteacher or supervisory assistants as necessary.
 - Reassure and make it clear to the victim that the school can help and that they will be supported.
 - Ensure that the victim knows that he / she was right to tell and if the aggressor gets into trouble it is his / her own responsibility and never the fault of the pupil who complained.
 - The incident will be recorded on CPOMS

3. Significant cases of aggression or bullying should be reported to the class teachers of the aggressor(s) and victim(s) so that they can be recorded. If in doubt staff should refer the incident to the Headteacher or his / her substitute.
4. Parents with specific concerns should be encouraged to discuss them with the Headteacher so that they can be investigated, logged and appropriate action taken.

Outcomes

1. It will be made clear to the bully/aggressor that his/her behaviour is unacceptable. **Remember that aggression is catching.** Politeness and a caring attitude to others are also catching. Staff should set a good example. Try to stay calm but assertive. Avoid meeting aggression with aggression. An attempt will be made to help the bully (bullies) change their behaviour
2. The bully (bullies) will be asked to genuinely apologise. Other consequences may take place.
3. Wherever possible, the aim will be for pupils to be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Where investigations show bullying has taken place, the teachers of all the children involved will be informed.
5. In serious cases, parents should be informed and will be asked to come into a meeting to discuss the problem.
6. If necessary and appropriate, police will be consulted

Anti-bullying strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying.

- Our school vision is at the centre of everything we do and ensures that all member of our school community are revered and respected as members of a community
- Our PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to prevent it. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Assemblies explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Stereotypes are challenged by staff and pupils across the school.
- Children are encouraged to work and play together but sometimes there are disagreements and inappropriate behaviour. This is not always bullying, but if any child or parent is concerned about 'bullying', they need to talk to someone as soon as possible.

When issues do arise, children are encouraged to take a positive role in discouraging inappropriate behaviour. Retaliation is an additional offence and not a possible solution. Children are encouraged to take the following action:

1. Address the behaviour not the child. The child tells the offender that they do not like the behaviour and ask them to stop. If necessary they should shout and draw attention to the situation.

"I don't like you playing like that, please stop."

"Stop calling me names I do not like it. "

2. If the child feels unable to tell the offender on their own, they should ask someone to witness their request. They should ask a friend or an older child. Sometimes an adult can be asked to be the witness.
3. If the behaviour is dangerous or they feel that they cannot cope without adult help, they should find a teacher, classroom helper or lunchtime supervisor straight away. Any children standing nearby should be encouraged to find help.
4. Staff supervising playtimes should try to anticipate behaviour and stop situations before they escalate. Strategies may include:
 - a. stop and watch a game, play with a group,
 - b. take one person away,
 - c. find someone else for a child to play with.Distraction can be better than confrontation.

- It may be necessary to remove the offender and keep them by the member of staff for a period of time. The child could be made to sit or stand away from a group or work in another area of the classroom. In the classroom situation, they may be sent to another classroom to calm down.
- The individual who has offended is reprimanded, not the class or group. Punishment is kept to a minimum. If this is not an isolated incident further action is taken. Parents may be contacted.
- All members of staff are available for professional support. Staff are encouraged to consult colleagues if situations always occur at the same time and the routine needs to be changed. Other members of staff accept children to work in their classroom. When this is necessary staff make the minimum of fuss and leave the child to get on with the work, speaking to colleagues later.
- Supervision - In the continuing campaign against aggressive behaviour the chief resource is the staff. Active supervision by the head teacher, teachers and supervisory staff is most important, especially at the critical times when bullying is most likely to occur:
 - at the start and end of school as children enter and leave the school building;
 - during lunch and break times;
 - when children are not observed by an adult;
 - in toilets;
 - when moving around the school

Prevention

For the issue of bullying to be tackled successfully a climate needs to be created and established in which all forms of victimisation are discouraged, and where reporting cases of bullying is seen as the normal and right thing to do.

It is necessary to treat cases of bullying in a different way to one-off acts of aggressive or victimising behaviour. The latter would include pushing past someone, taking another learner's possessions without genuine permission, taunting another learner, shutting a door in someone's face. In these cases staff are expected to intervene with a firm response, indicating that such behaviour is not acceptable.

All negative behaviour should be dealt with in accordance with Inclusion Hampshire's Behaviour Policy.

All learners need to understand that bullying is totally unacceptable, and be offered strategies for dealing positively and supportively with each other. The role of 'bystander, the reaction of learners or others who witness bullying or acts of unkindness, is of particular importance. Simply standing and observing lends support to the perpetrator whilst giggling, laughing or otherwise appearing to enjoy the spectacle is even worse. Many perpetrators behave as they do to impress an audience. Bystanders should be encouraged to deny them that opportunity by informing a member of staff or if appropriate, offering support to the victim at the time and then ensuring that the matter is brought to the attention of staff, ideally accompanying the victim.

Investigation:

Anti-Bullying Investigation Procedure

- In essence the term 'bullying' is most properly used when referring to repeated incidents. If the word 'bullying' is felt necessary to use then the anti-bullying investigation procedure MUST be activated by the member of staff concerned. Certain circumstances may be better addressed, at least initially, by using terms such as 'unkind', 'unthinking', 'unpleasant', 'insulting', etc.
- The member of staff should quickly and sensitively offer advice, support and reassurance to the alleged victim and inform the headteacher as soon as possible.
- If the Headteacher feels that 'bullying' is indeed the appropriate terminology, the following procedures will be followed:

a) The class teacher will talk with the accused and any witnesses to gather all the information

b) Adults will keep calm and set a good example avoiding meeting aggression with aggression.

c) An attempt will be made to help the bully (bullies) to change their behaviour. It will be made clear to perpetrator that his/her behaviour is unacceptable, and be offered strategies for dealing positively and supportively with each other. The bully (bullies) will be asked to genuinely apologise. Other consequences may take place. Wherever possible the aim will be for pupils to be reconciled.

d) The school will contact parents to clarify the support that will be provided to the victim and the process that will be implemented with the bully to challenge and redress their unacceptable behaviour. All such meetings will be verbally relayed to the Headteacher or SLT and recorded on CPOMS.

e) Monitoring: over the following 4 school weeks the conduct and self-esteem of victim and bully will be monitored and support and guidance given.

f) Follow Up Meetings/ conversations will be held by the Senior Leaders, the Headteacher/SENCO with the parents of the children in question.

g) Behaviour of Concern: the school may implement a behaviour diary and an IBMP could be created in order to monitor and help to prevent inappropriate behaviour in the short and long term.

h) External Agencies may be involved such as the

- EWO
- Educational Psychologist
- Special Schools/ Teachers and if a child's persistent and/or extreme behaviour persists and there are no extenuating circumstances, the school could utilise its powers to:

i) Suspend a child if their extreme behaviour is putting the emotional and physical well-being of others at risk. In such cases the school can contact:

- Inclusions - Exclusions Department

• LLP/ SIM

Suspensions and Exclusions will only be made in accordance with the Department of Education guidelines and open discussions with the LA's Exclusions Department and do not in themselves constitute a management strategy, but reflect the final and most extreme response the school can utilize to challenge unacceptable conduct that potentially puts others at risk. This would be the very last resort and if there was any way to avoid it then we would.

j) In very extreme cases, if necessary and appropriate, police will be consulted.

Resources

A resource bank is available to teachers as part of the school's PHSE resources. KIDSCAPE methods for helping children to prevent bullying may also be used. Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

<https://www.stonewall.org.uk/get-involved/education>

Help Organisations

Advisory Centre for Education (ACE)

0808 800 5793

Children's Legal Centre

0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4)

0845 1 205 204

Parentline Plus

0808 800 2222

Youth Access

020 8772 9900

Bullying Online

www.bullying.co.uk

Related Documents:

1. Behaviour Policy and Procedures
2. Health and Safety Policy
3. Child Protection and Procedures

Appendix I

Cyber Bullying

Definition:

By cyber bullying, we mean bullying towards learners or staff by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation, filming violent physical attacks
- Posting threatening, abusive, defamatory or humiliating material on web sites, to include blogs, personal websites, social networking sites
- Using e-mail or other forms of instant messaging to message others
- Hijacking e-mail accounts for malicious purposes
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include but not limited to Facebook, Myspace, Youtube, Ask.fm and Ratemyteacher

- Pupils at Shipton Bellinger Primary School are not permitted to have mobile phones in school until Year 5 and 6. If they are brought into school, they are to be put into the class box at the start of the school day and returned at the end of the school day. The class box will remain in the school office all day.
- If any mobile phones are found on pupils they will be confiscated and given to parents at the end of the school day, by the head teacher.

Legal issues

Cyber bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment

Prevention

Inclusion Hampshire educates its learners students both in the proper use of ICT and about serious consequences of cyber bullying through:

- ICT lessons
- Social Skill classes
- Life and Living Curriculum Inclusion

Hampshire will continue to inform and educate its student body in these fast changing areas and learners are always informed: Not to answer abusive messages but log and report them to a member of staff or the police

- Do not delete anything until it has been shown to a member of staff or the Police (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber bullying)
- Do not give out personal IT details
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas in chat rooms
- Block abusive persons from having access to you online
- Important and useful information can be found on the following sites:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/A_dvice_for_parents_on_cyberbullying.pdf <http://stopcyberbullying.org/> <http://www.kidscape.org.uk/cyberbullying>
<http://www.childline.org.uk/explore/onlinesafety/pages/cyberbullying.aspx> <http://www.thinkuknow.co.uk/>
<http://www.ceop.police.uk/>

Appendix 2 Bullying : Supplement

Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- Make an appointment to see your child's teacher
- Explain to the teacher the problems your child is experiencing

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened, give date, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- Make an appointment to discuss the matter with the Head Teacher
- If you are still not satisfied, request a copy of the school's complaints policy and share your concerns by writing to the Chair of Governors

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and email address to

- Check exactly when a threatening message was sent
- Where necessary report incidents to the police

What do we mean by 'racist incident'?

Adapting slightly a definition first formulated by the Association of Chief Police Officers (ACPO) the Stephen Lawrence Inquiry report recommended that a racist incident should be defined as follows:

A racist incident is any incident which is perceived to be racist by the victim or any other person.

This is the definition used by most Children's Services and other agencies, public and private. There are three important points to stress about this definition.

1. It is for the purposes of initial recording. Just because an incident is alleged or perceived to be racist does not mean that it necessarily is racist, but it does mean that it must be recorded and that an investigation must be carried out.
2. Whether or not the offender intended their behaviour to be racist is irrelevant. Of course, when it comes to dealing with an incident, the offender's intentions are an important consideration, but at the stage of initial recording and investigating, the offender's attitudes, motivation and awareness are not the main issue.
3. A racist insult may refer to issues of culture or religion as well as to colour and appearance. Anti-muslim insults and name-calling, for example, should be seen as racist, and so should name calling which targets the Gypsy/Traveller community

Recording, monitoring and reporting

All reported racist incidents should be recorded using the LA recommended form and on CPOMs, including the outcome of the investigation. These need to be held separately as they are often required during an Ofsted inspection. Monitoring should take account of pupils involved, location, year groups etc.

There will continue to be an annual LA collation of racist incident data from schools. This is on a calendar year basis in January, but is open to review. This requires basic data on numbers and types of incidents.

Appendix 3

The Bully

An article by Bob Young

BEHAVIOUR: Do you see any of these?

- Pushes people around, verbally and physically.
- Threatens others continually.
- Has a bad temper—and often a bad mouth. Brags loudly and often about his/her strength.
- Extremely negative. Also has a very poor self-concept. As a result, becomes aggressive with other people at the first hint of trouble. A close look will reveal that this student always thinks others are trying to “put down” or take advantage of him/her.
- Talks back. Usually very public in announcing what he/she plans to do.
- Often has learning problems.
- Uses physical aggression but, generally, only outside the classroom. In the classroom, makes verbal threats about what he/she will do after leaving the classroom.
- If articulate, may be verbally aggressive.
- Degrades others and humiliates others in public view.
- Generally either a loner with few friends, or a gang leader. Those who join gangs identify with the bully in order to intimidate others. Regardless, the bully usually has a genuine reputation for being a fighter.
- Responds to all interaction negatively and physically.
- Looks for trouble.
- Parents may promote fighting.

EFFECTS: Do you notice any of these?

- Many students are frightened.
- Some think it's funny when they experience the immature behaviour of a bully.
- A climate of fear exists in the classroom.
- Rights of others are restrained.
- Confrontations take place.
- A bad example is set. Others see problems being dealt with by violence. • School time is wasted.
- Many students wish they had the nerve to act the very same way because power gives them a great deal of attention.
- Students who are being bullied are threatened. They're apt to become highly emotional and upset — and may be afraid to come to school.
- Physically weak students may follow the bully for protection — from this bully or from other bullies.
- A bullying experience in class immediately stops the learning process. Lectures and discussions are interrupted—and perhaps attention is lost.

- Teacher may be affected personally because of a feeling that he/she has lost power in the eyes of the rest of the class.
- A negative atmosphere is created.
- Occasionally, teacher may be afraid of a bully.

ACTIONS:

1. Identify causes of misbehaviour.
2. Pinpoint student needs being revealed.
3. Employ specific methods, procedures, and techniques at school and at home for getting the child to modify or change his/her behaviour.

Primary causes of misbehaviour:

1. Attention: This pupil is an attention seeker and enjoys the attention he/she gets from peers and adults.
2. Power: This pupil demonstrates power by his/her ability to physically hurt others. Being physical gives him/her a feeling of being in control.
3. Self-Confidence: The bully usually knows that hurting is wrong, but being physically strong makes him/her somebody — it improves a poor self-concept.
4. Primary needs being revealed
5. Sexuality: This pupil can establish a relationship only by being the strongest. This could well be the lesson that is being taught at home.
6. Escape from Pain: This person's life could be so negative, and he/she could be so afraid of what is going to happen next, that he/she adopts bully behaviour for protection from others.
7. Secondary needs being revealed
8. Gregariousness: This pupil needs to belong to a group, but he/she is unacceptable; thus the student becomes the leader of his/her own group.
9. Power: Because of an inability to function socially, the bully exerts power by physical force. He/she may get beaten up at home, and may win approval at home by being tough at school.
10. Autonomy: Physical power makes this pupil feel independent, in charge of his/her life.
11. Use the "Delay" technique. If the bully threatens to "get someone" after class, hold him/her after class. Don't let the bully leave — or he/she may have to carry through to keep peer respect. Say, "You made a threat. Now you've had time to think. If you carry through, that's premeditated." Then explain what this means: If the student chooses to go ahead, he/she must be prepared to face the full consequences, whatever they may be. However, don't tell the student what the specific consequences will be.
12. Don't assume this pupil is tough. The bully may in fact be weak, and may be using his/her antics to cover up insecurity. Likewise, a student who is loud is not necessarily an extrovert.
13. Establish a one-to-one relationship with the bully. This pupil needs — and always lacks — such a relationship with a strong and successful adult model.

14. Be gentle rather than tough. The bully can handle toughness — it's his/her forte. However, the bully can't fight gentleness, and this is what he/she really wants.
15. Take the pupil off the hook. The bully usually accepts bigger responsibilities well, and will do as you say. To take the student off the hook, you could encourage him/her to say to others, "Miss Jones won't let me fight."
16. Keep in mind that children who fight an authority figure do so only to compensate for a flaw in their own characters which they themselves may or may not recognize. Therefore, you must help the student make the identification.
17. Make it safe for the bully to be vulnerable to others. Otherwise, he/she will keep bullying because that behaviour keeps others away and shields areas of insecurity.
18. Openly address the problem of his/her insecurity; it is the main issue. Give this Page 7 of 8 pupil big responsibilities — and rechannel his/her energies constructively.
19. Praise him/her for appropriate behaviour continually. And when you do, call the new behaviour "strong." 20. Design activities which will bring out his/her leadership and assertion strengths in a positive way. However, be sure to make success or failure "safe" when you do.
20. Show the pupil that you care about, respect, and trust him/her. This type of student tends to be extremely loyal.
21. Discuss the problem with parents. However, make sure the student attends any private conference. If you don't, a credibility gap may develop between you and the student.
22. Let the pupil help decide any consequences should he/she falter.
23. Let the pupil know that you like him/her, but that you dislike the behaviour.
24. Don't put the pupil in a position in which he/she must "prove" him/herself, or the bully behaviour may recur.
25. Let the pupil know that bullying can't be tolerated — no matter what you think of him/her. The bully must be aware of your respect for people. Therefore, make sure you don't do anything which could be considered "bullying," or abusing power.
26. Sports are a good outlet for this behaviour. Talk to your physical education colleagues and coaches.
27. Have him/her sit near or work with the opposite sex.
28. Never forget the motivational force of pride. However, remember that true pride has one source: solid personal achievement coupled with the respect for others that grows out of self-respect. To instill pride in a student, a teacher must give him/her personal success and meaningful accomplishments. If not, lack of self-respect, degradation, and even shame make pride a difficult achievement for some students, especially the bully

MISTAKES:

Common misjudgements and errors in managing the child which may perpetuate or intensify the problem.

1. Teachers or parents saying, "People won't like you when you act that way." This is exactly what the bully wants because it gives him/her the desired attention. We fail to recognize that this child will pay any price for attention.
2. Publicly putting down a bully—or publicly showing pride or pleasure in his/her physical victories.
3. Prejudging a child a bully in every situation because of past behaviour.
4. Treating the bully inconsistently.
5. Reacting personally and making threats in an attempt to change behaviour.

6. Trying to bribe the bully.
7. Attacking the individual and not the behaviour.
8. Failing to dig out the bully's true underlying motives.
9. Failing to reinforce positive behaviour of the bully.
10. Believing all bullies are extroverts. A loud outer facade can be deceptive, and teachers and parents alike can often feel that every bully is an extrovert. Yet, the opposite is often true.
11. Overlooking his/her potential.
12. Excluding the bully.
13. Protecting others, but never protecting the bully.
14. Getting into a value argument with parents over whether fighting is "right" or "wrong."
15. Take care when any form of physical contact is required. Keep this to the minimum and avoid if at all possible.
16. Failing to treat both sides of the trouble. We all know that trouble has two sides. For instance, we know it usually takes two students to get into a fight. Yet, we are often likely to handle the more aggressive of the two rather than deal with both. Even if another student's wisecracks caused the confrontation, the one who struck the physical blow is likely to receive most of our attention and reprimand.

* Some of the ideas in this policy are taken from the anti-bullying charity, Kidscape's guidelines.