



Anti-Bullying Policy

As agreed by the Governing Body on

To be reviewed annually

Currently a working document following a review by Teachers and Teaching Assistants on March 20th 2009 and last reviewed by staff on September 8th 2009

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Issues to be followed up / developed as a school culture:

1. The use of worry boxes
2. The introduction of friendship benches / stops / buddies
3. Strategies for supporting and nurturing the bully
4. Provision and support for pupils with SEN

Anti-Bullying Policy Statement

At St Michael's we define bullying as:

Bullying is behavior which persistently and deliberately causes emotional and / or physical distress to another.

Government resources currently identify that:

- **Bullying includes:** name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.
- **Bullying can** seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.
- Pupils are bullied for a variety of reasons. **Specific types of bullying include:**
 - Bullying related to race, religion or culture
 - Bullying related to SEN or disabilities
 - Bullying related to appearance or health conditions
 - Bullying related to sexual orientation
 - Bullying of young carers, looked-after children or otherwise related to home circumstances
 - Sexist or sexual bullying

www.teachernet.gov.uk provides further information, references and resources.

- There is no 'hierarchy' of bullying – all forms of bullying should be taken equally and seriously and dealt with appropriately.
- **Bullying can take place** between pupils, between pupils and staff, between staff, or *between staff and members of the school community*; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. www.teachernet.gov.uk provides an overall framework for schools in managing all types of bullying behavior. It links to separate advice on more specific types of bullying.

Bullying is unacceptable, will be confronted, will be addressed, and will not be ignored.

When incidents occur they will be dealt with in line with the framework followed in our Behaviour and Expectations Policy:

All children should be aware that inappropriate behaviour brings with it sanctions / negative consequences. It is essential though that there is a progression of sanctions of which all staff and pupils are aware. Parents will be informed at all stages especially when a pattern arises.

Stage A: To be dealt with by the classteacher and teaching assistant

Stage B: To be dealt with by appropriate Phase Co-ordinator or Deputy Head

Stage C: To be dealt with by the Deputy Head or Head

Stage D: To be dealt with by the Head

Where incidents of bullying occur involving staff or adult members of our school community the appropriate County Council Policy and processes will be followed

e.g. Whistleblowing
Grievance
Disciplinary
Safeguarding (formerly Child Protection)

Aims for our Anti-Bullying Policy

1. To develop positive relationships between members of the school community where there is mutual trust and respect.
2. To ensure that SEAL (Social and Emotional Aspects of Learning) is valued, promoted and embedded in the school's culture.
3. To enable children to be equipped with the skills to deal with bullying when it occurs.
4. To ensure that all situations that can be defined as potentially bullying are dealt with quickly and efficiently.

Above all, children all members of the school community, must feel that there is mutual trust and respect. They need to feel that they are in a secure and safe environment where they can report incidents without the fear of reprisal. Both sides of a situation need to be listened to and acted upon.

Procedures and Strategies for Investigating Incidents
(Still needs updating – Helen to liaise with Jackie Twomlow for notes)

Aims:

1. To stop bullying behaviour.
2. To re-educate pupils and behaviour for the future.
3. To mediate / reconcile pupils.

Safeguarding

If at any time in investigating an incident any potential safeguarding (child protection) issue came to light the investigation must be suspended and the incident followed up in line with our Safeguarding Policy. (Note that separate arrangements exist in incidents involving members of staff.)

Staff

1. Listen, take the incident seriously and reassure the child that the incident will be dealt with as soon as possible.
2. Gather evidence. Listen to what the child says. If there are more children involved talk to them individually.
3. Assess the information and decide upon an appropriate course of action. (Refer back to the **Sanctions / Negative Consequences** section of the school's **Behaviour and Expectations Policy**.)
4. Share the information with parents (face to face, phone or write) after informing Head / Deputy.
5. Follow the incident up.

Breaking up bullying gangs:

1. Meet with individuals involved separately.
2. Agree with each member what you expect and how / which school rules have been broken.
3. Meet with the group together to state what happened in each meeting, so that all are clear about what happened.

4. Discuss what the children are going to do when they return to their peers – “What are you going to say when you leave here?” Reiterate that there are no innocent bystanders.
5. Discuss with the Head / Deputy before talking to the parents involved.

Dealing with parents

Wherever, possible and appropriate a team approach will be used with several members of staff working together and with parents being encouraged to draw upon the support of Parent Partnership.

Careful consideration will be given to the school's Lone Working procedures in the light of safe working practices

Parents of the victim:

1. Allow the parents to express their feelings uninterrupted.
2. Listen to what is said.
“I realise you're upset.” “I'll try to help.” “This must be difficult for you.” “I realise how you must feel.”
3. Assure the parents that you are pleased that they have taken the time to come and see you.
4. Restate that bullying is unacceptable and that you will act positively. Explain the school's procedures.
 - Act
 - Monitor
 - Promise to keep the parents informed
 - Encourage parents to be part of the follow up
 - Record all actions and parental views in the appropriate Behaviour Monitoring folder
5. If there are further parental concerns refer them to the Head.

Parents of the bully:

1. Begin with a positive view of the child.
2. Show concern for the problem and concern to help the child to reach their best potential.

"I'm sure we we're all concerned about 's behavior and we want to work together to help their behaviour"

"We need to help To show their best side / to develop their potential / talents / to avoid spoiling themselves with this sort of behaviour."

3. Check to see if anything could be upsetting the child.
 - Monitor information already known within school
 - Encourage parents to provide any additional relevant information

4. Explain the school procedures and what you intend to do next. Aim for parental agreement.
 - Act
 - Promise to keep in touch
 - Monitor
 - Encourage parents to be part of the follow up
 - Record all actions and parental views in the appropriate Behaviour Monitoring Folder

Guidelines for Listening to Victims, Witnesses and Bullies

1. Provide the opportunity for the children involved to have a 'cooling off' period
2. Take a non-blame stance, "I understand that there has been a problem."
3. Request information. Ask what happened. You may need to speak to children separately and cross check their stories. Summarise / reflect back what all of the parties involved are saying.
4. Tell the child what will happen next. 'We will now work together to resolve this and help you to deal with this situation'.
5. Attempt to resolve the conflict. Draw on the Anti-Bullying SEAL materials if appropriate.
6. Agree and arrange any action to be taken or any follow up to be carried out. This may involve an apology.
7. Monitor the situation. Carry out informal observations if appropriate.
8. Review the situation. "How have you been getting on?" If the situation has not been resolved then raise the issue again. Do not 'open old wounds'.

Strategies for pupils (to be reinforced and developed by classteachers, drawing on the PSHE and Citizenship curriculum and to include the SEAL resources):

1. Be assertive. Be calm and confident and say what you want. If you are not confident pretend you are and practice walking tall.
2. Say no. You have the right not to do something. Repeat responses or requests continuously when being pressurized. "I want you to give my ruler back."
3. Teasing and insults:
 - Returning abuse encourages the other person.
 - Try to show you are not hurt by abuse.
 - Be pleased with yourself. Don't worry about what the bully thinks of you. Remember that you are a nicer person than they are at the moment.
 - If you stick up for yourself you show that you are above exchanging insults. . Say, "Go away!" or, "This isn't funny!"
4. Try to stay with others if you feel more comfortable.
5. Look at strategies displayed around school generated by the School Council

6. *Be proactive in using the friendship stops / benches / buddies (an aspect of school life to be developed).*

Practice, encouragement and positive reinforcement is needed for victims since they start from a base of low self-esteem.

Supporting and Nurturing the Bully:

- ⇒ *School Council to explore and develop*
- ⇒ *Staff to investigate, including drawing on knowledge of systems in place in other schools*

Provision and Support for Pupils with SEN

- ⇒ *To be developed in the light of advice from Behaviour Support and Autism Outreach*