

THE JOHN ROAN SCHOOL

ANTI-BULLYING POLICY

This policy should be read with the connecting policies (Positive Disciplinary Framework, Equal Opportunities and Anti-Racist Inclusion Policies). The importance of all five of the Every Child Matters outcomes underpins our Anti-Bullying policy. DCFS guidance 'Safe to Learn' and Cyberbullying has been consulted in the process of developing this policy. For guidance on staffing issues concerning bullying please consult the staff policy and procedure.

AIMS:

The two overarching principles in this policy:

The school has a duty of care to safeguard children and young people, promote inclusion and ensure that both children and staff thrive in a safe environment free from the fear of discrimination and harassment.

Everyone has the right to be treated with respect and sensitivity.

- To make sure our school is safe and secure for all members of the school community and encourage students to tell staff about bullying rather than fight back.
- To create an ethos of trust where individuals are respected and differences valued.
- To make sure that individuals feel free of intimidation including all forms of harassment.
- To positively work with parents and outside agencies to make sure that bullying incidents are reduced in our school.
- To make sure that all staff are aware of their role and responsibilities and receive appropriate and regular training.
- To involve students and staff in developing strategies to reduce bullying.

OBJECTIVES:

- To create a system where everyone knows how to report any incidents of bullying of themselves or others.
- To have an agreed process of investigation, recording and actions to be taken which enables the victim to be supported and to change the behaviour of the bully.
- To have monitoring systems recording incidents and including regular student focus groups and surveys to find out about the experience of students and others in the school community.
- To continue work to raise awareness and combat bullying and harassment through the curriculum, PCHE, theatre in education, assemblies, the peer mentoring programme and prefect system.
- To systematically focus on areas of the school where bullying may occur eg playground, corridors (student / staff surveys, focus groups, year councils) to put in place action to reduce incidences.

DEFINITION OF BULLYING

Bullying is any behaviour which is deliberately intended to hurt, intimidate, frighten, harm or exclude.

- (1) For example we say that children and young people are subject to bullying when it is:
 - deliberately hurtful
 - intended to intimidate, insult, frighten, harm or exclude a person or group
 - repeated as a behaviour towards a person or group
 - persistent, undermining and causing unnecessary distress
 - difficult for those subjected to it to defend themselves
 - based upon an imbalance of power
 - cyber bullying
- (2) Types of bullying (see appendix 1)
- (3) Recognition of effects and signs of bullying
 - anxiety about going to school; truancy
 - changes in behaviour, including eating behaviours and others
 - loss of concentration and deteriorating school work
 - depression
 - in the worst cases, attempted or actual suicide
 - children experiencing domestic violence may appear withdrawn and unwilling to discuss and share aspects of their home life
- (4) What the school does to prevent bullying
 - develop strategies to help bystanders to become part of the solution to prevent bullying and to seek help when it is not safe for them to intervene
 - peer support
 - school council
 - support for pupils at points of transition
 - circle of friends
 - awareness raising days
 - anti-bullying week in November
 - Programme of Study in Personal, Citizenship and Health Education Lessons
- (5) It is not bullying when:

Children and young people of a similar age and size find themselves in conflict, disagreeing, having an argument or even fighting, without imbalance of power or use of intimidation.

 - The experience of conflict or disagreement is upsetting for those involved but it is not bullying.
However, unresolved disagreements and the failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other. A pattern of bullying can emerge if conflict is not dealt with at an early stage.

BULLYING BEHAVIOUR

The following are behaviours which are unacceptable (either on the school site or on the way to and from school): See Appendix 1.

Cyberbullying:

This can involve texts or on-line bullying (MSN). It can also involve taking pictures of students or staff or recording videos of fights or students in distressed situations or recording voices or conversations without permission. The role of the Head of College and PCHE department is vital in making students aware of the damage that this kind of bullying can do. It will be made clear that cyber bullying from home / or in school is unacceptable. A programme of education via PCHE and through assemblies and tutor time will be the focus of the next year following the launch of the DCSF guidance in September 2007.

PROCEDURES TO FOLLOW:

STUDENTS (this is from the Government's advice to students):

If you are being bullied or you see someone being bullied

If you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away

After you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying
- Use the peer mentors they will help you
- Don't blame yourself for what has happened

When you are talking to an adult about bullying be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

STAFF PROCEDURES WHEN A STUDENT / PARENT ALLEGES AN INCIDENT OF BULLYING:

It is vital that all students are informed and encouraged to report any incidents of bullying. They must know **who to report the incident to and how to report it**. The form tutor may be the first person that hears of an incident but any member of staff may be involved. A member of staff who observes an incident should investigate and report their observations immediately to the Head of College who will inform the tutor.

- All allegations of bullying must be taken seriously by staff.
- Remain calm; you are in charge, listen carefully to all accounts.
- **Write a full account of the incident, the student's account and eyewitnesses should be attached to the report with names, tutor groups, when and where the incident took place.**
- Give the report to the Head of College as soon as possible (the same day)
- In an emergency when a child is upset or distressed, in responding to an event which has just happened you will need to transfer information immediately to a member of staff who is available (if you are teaching or have another responsibility which cannot be left e.g. lunch supervision)

RECORDING AND ACTION

The Head of College should use their judgement based on experience as to whether or not contact should be made with home with regard to every recorded incident. The student who has been bullied should be consulted. An accurate record should be kept in order that it can be referred to should there be further incidents, a police investigation or exclusion.

- (1) Write a full account and include the student's account and witnesses. Reassure the victim that the complaint is being dealt with seriously.
- (2) Pass to the Head of College with a copy to the Deputy Head Student Support who will log the information.
- (3) Head of College or tutor interviews all those concerned including any witnesses. Adopt a problem-solving approach, which moves students on from justifying themselves. Establish whether this is a one off occasion or part of a pattern. The same student may be bullying other students, so incidents need to be carefully recorded to establish any patterns. Support strategies must be discussed with the victim (peer mentors, friends, role of tutor/HOC etc).
- (4) Parents of the victim and bully are contacted quickly stating the schools actions, this should be followed up by written communication.
- (5) Interview with the bully's parents should be arranged. In interview with parent, encourage the bully to see the victim's point of view, restate the school's policy on bullying, the interview should involve constructive advice and a plan to avoid re-occurrence of bullying. Any punishment should be explained clearly and the reasons. Ranges of punishments are available of increasing severity. Exclusions are a last resort but WILL be used if necessary.
- (6) As a follow up, arrange a meeting between bully, victim and any onlookers to seek an apology / conciliation if this is appropriate.

- (7) Emphasise to the victim, to any friends and to the bully that any further incidents must be reported and that punishments will increase in severity.
- (8) Contact teachers who teach the victim to alert them to monitor the situation and alter seating plans if necessary (bully and victim's classes).
- (9) Follow up repeatedly, to re-assure the victim of your continued support and to checking bullying has not resumed.
- (10) Refer the bully to the Behaviour Education Support Team to plan interventions to prevent further bullying.

Parental involvement

Parents should generally be involved at an early stage in order to create an ethos in which positive behaviour is encouraged and bullying is considered unacceptable. Working with parents is vital and a constructive problem solving approach should be taken to avoid a defensive reaction from a parent. Students should be consulted at each stage to gain their understanding and agreement to the proposed course of action.

Sanctions:

The whole school community (staff, parents, students) must be aware of the range of sanctions, which will be used in response to bullying.

- In the first instance an apology to the victim / conciliation meeting if appropriate (unless a violent incident has taken place in which case an exclusion may be used)
- Clear warnings to the bully and parents of what will happen if the bullying continues
- Withdrawal of break and lunchtime privileges
- Detention
- Withholding participation in any school trip, club or sports event, not essential to the curriculum
- Report cards – to monitor the bully's behaviour
- Seclusion
- Change of tutor group, and / or subject groups
- Fixed Term Exclusion in cases of severe and repeated bullying and not responding to intervention strategies
- The Police should be informed if the bullying is physical and a child is injured.

Where students do not respond to strategies to combat bullying tougher action to deal with persistent and / or violent bullying needs to take place

Leading to:

- Governor's Hearings
- Where serious violence is involved, or where students do not respond to the strategies put in place, the Headteacher may Permanently Exclude a student

STRATEGIES TO PREVENT BULLYING

The school uses a range of strategies to prevent bullying:

Consultation with students

- Through surveys and focus groups to listen to students' experiences of bullying and engage them in participating in implementing anti-bullying strategies. This is ongoing and part of a monitoring process.

Assemblies

- Assemblies are used to regularly remind students of the school's policy and the impact of bullying on individuals

Police Liaison

- The school attached police liaison officer regularly visits assemblies, and has an office in the school. He/she has a high profile in the school and is known to students and staff.

Curriculum

- Through the curriculum, especially PCHE, English, Drama, History and RE lessons with tutors to raise awareness about bullying and the anti-bullying policy (continually re-visited)
- To increase understanding for victims and help to build an anti-bullying ethos
- To teach student how to manage their relationships with others
- Explore why people bully each other and the effects of bullying on the bullied and people who see it
- The role of friendship in countering bullying
- How we can work together to stop bullying

Theatre in Education

- Visits from theatre groups to perform and run workshops for students.

Identifying vulnerable children

- Especially at transfer from primary, those students who have special educational needs (learning, emotional, behavioural, physical) need close monitoring by adults and the support of a friendship group. It is also important to identify those students who may have bullied other students at primary school and develop a system to monitor their behaviour and help them to avoid conflict and support them in modifying their behaviour if it re-occurs in secondary school.

Circles of Friends

- The circle of friends builds relationships around vulnerable students. This strategy is used with small groups by a trained member of staff.

Peer Mentors/Prefects

- As part of a prefect's duties they undertake peer mentoring through linking with tutor groups and with individuals.
- The Prefect Peer Mentor programme is active and developing. Prefects are trained, introduced in Assemblies, identified by their prefect sweatshirts and they are active in the playground.

Year 12 Mentors

- In the Summer Term of Year 11, students are invited to apply for the position of Mentor and undergo a training programme. They are attached to a Year 7 class and visit the class regularly in tutor time and in lessons.

Working with victims

- Although there is no justification for bullying, some victims may become vulnerable to bullying without understanding why and they can be helped to discourage bullying by changing their behaviour and improving their social skills; this is a sensitive issue and in no way does this mean that any victim of bullying is responsible for being bullied. Parents and teacher co-operate in establishing a programme of support e.g. improved social skills, assertiveness, conflict resolution and stress management.
- Restorative justice where students are brought together with an adult (usually Head of College) and all parties are encouraged to express their feelings and concerns. Through this process the 'bully' can be brought to a realisation of the impact of their behaviour and its consequences for another person.
- College councils/School councils – through meetings with students the role of the students in contributing to promotion of an ethos which value positive relationships and a safe environment is essential. Students are encouraged to be involved in all aspects of anti-bullying policy.
- All students sign an anti-bullying policy agreement in their planners each year and the implications of this are discussed in the tutor groups.

Monitoring Physical areas of the school

- Teachers on duty at break and lunch time supervisors have an important role in monitoring student behaviour. Staff should be alert and watch for potential problems and report any concerns. Break duty teachers have job descriptions.
- Corridors: particularly at Westcombe Park where corridors are not designed for mass movement, the corridors are areas which need to be carefully monitored.
- Senior Staff are on duty patrolling the playground at lunch times to support supervisors and monitor student behaviour.

RECORDS OF INCIDENTS

- From December 2007 the schools SIMS Behaviour Management module will be used to record all incidents of unacceptable behaviour, including bullying. This enables the school to identify trends and ensure that measures are taken to deal with bullying and other incidents of poor behaviour. This will include an analysis of bullying incidents and victims as measured against discrimination criteria e.g. race, gender, disability.
- The Deputy Head (student support) will report on incidents recorded through the SIMS Behaviour module every half term to SLT and Governors which will be used to inform the school of strategies that need to be in place to prevent bullying and manage behaviour.

- The school has a clear policy on rewards and students receive rewards for positive behaviour, contributions to the schools community and for effort and achievement in academic areas.
- The school will use data questionnaires and focus groups (including college councils) to monitor and review the effectiveness of the policy and procedures.

Dissemination and Review

This policy will be summarised in every student's planner, and made available in the school prospectus and on the website. It will be given to parents as part of their child's Year 7 induction pack and reviewed at regular intervals. The next review will be in September 2010.

IN-SERVICE TRAINING:

- Through the Behaviour Improvement Programme the school has a programme of INSET for teaching staff.
- Lunch time supervisors have received training on managing behaviour in the playground and reporting incidents (2006/2007).
- Lunchtime supervision: The development of a playground policy setting out clear guidelines for managing student behaviour and operating rewards and sanctions.
- Staff have received training in the Secondary National Strategies including creating a positive atmosphere for lessons.
- Staff will be part of the national strategy of training focussing on the social and emotional aspects of learning (SEAL) in Secondary Schools (launched September 2008).

J Farmer
November 2008
(To be reviewed November 2011)

TYPES OF BULLYING BEHAVIOURS

Behaviour	Personal Aspects	Social Aspects	Criminal
Verbal bullying that is deliberately intended to hurt, intimidate, frighten, harm, or exclude	<ul style="list-style-type: none"> • Name-calling • Belittling comments, jokes or verbal attacks based on appearance, disability, income, class, home situation, race, culture, religion, faith, sexuality • Nasty teasing • Hurting a person's feeling • Sexual harassment • Making personal threats 	<ul style="list-style-type: none"> • Alienating a person from their friends and social groups • Damaging a reputation • Excluding and not including in small or larger group activities • Gossiping • Ostracising • Spreading rumours • Using sexually abusive or suggestive language to exclude a person or group 	<ul style="list-style-type: none"> • Coercing people or daring them to do illegal acts • Inciting others to do dangerous things • Inciting hatred towards an individual or group: faith, racist, disablist, homophobic, religious or sexist • Intimidating telephone calls • Sexual harassment • Threats about damaging a person, their family, friends or property, including inflicting physical harm • Taunting: faith, racist, disablist, homophobic, religious or sexist
Non-verbal bullying that is deliberately intended to hurt, intimidate, frighten, harm, or exclude	<ul style="list-style-type: none"> • Dirty looks • Intimidation through gesture • Sending written threats • Graffiti or comments on books or desks • Hiding, stealing or damaging a person's books or belongings 	<ul style="list-style-type: none"> • Shunning someone – not speaking with or interacting with them • Setting someone up to take the blame publicly 	<ul style="list-style-type: none"> • Stalking • Theft

Behaviour	Personal Aspects	Social Aspects	Criminal
<p>Physical bullying includes:</p> <ul style="list-style-type: none"> · a direct physical attack on a person · an indirect attack on property or belongings 	<ul style="list-style-type: none"> · beating · biting · choking · hitting · kicking · poking · punching · pushing · shaking · shoving · slapping · throwing · tripping · urinating · spitting · groping or unwanted touching 	<ul style="list-style-type: none"> · Gang bullying – when a child or young person is outnumbered or picked on in some of the following ways: <ul style="list-style-type: none"> · Blocking the way · being forced to do unwanted things in front of others · demanding money · having belongings stolen, destroyed and/or ridiculed · being forced to participate in embarrassing initiation rites · Social aspects of physical bullying include embarrassment and public humiliation 	<ul style="list-style-type: none"> · extortion with threats · physical assault · sexual abuse, sexual violence · stealing · threatening with a weapon · “happy slapping” · using a weapon to inflict harm (assault)
<p>Cyber Bullying</p> <p>The majority of verbal and non-verbal behaviours can be carried out using new forms of technology – therefore cyber bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously.</p>	<p>Sending threatening or intimidating comments via:</p> <ul style="list-style-type: none"> · email · instant messaging · text messages · internet chat rooms · internet forums · personal websites · making malicious or prank phone calls · creating web pages which aim to intimidate psychologically and/or physically threaten, or socially damage an individual or group 	<ul style="list-style-type: none"> · taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent or shared with others · setting up or contributing to online forums or websites, where users post malicious comments about a person or group 	<ul style="list-style-type: none"> · using any of these technological methods to threaten, intimidate or harass an individual or group

