

ANTI-BULLYING POLICY

SCHOOL STATEMENT

Bullying in any form, by anyone, will not be tolerated at Collis School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Every child has the right to feel safe and happy in the school environment. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies.

Definition *For the purpose of this document the term 'victim' is used to refer to the individual/group being bullied.*

AIMS

- To promote the well being of all pupils based on trust between all members of the school community
- To recognise that it is everyone's responsibility to prevent bullying from occurring
- To offer an environment free from verbal and physical abuse
- To provide an education free from humiliation and oppression
- To provide an environment, in line with the school's Equal Opportunities Policy, where everyone has the chance to partake of the social and educational opportunities offered by the school
- To know how and when to record incidents of bullying
- To promote a 'whole school' approach, where signals and signs are identified and swift and effective action is taken

SUPPORTING DOCUMENTS

- The school's PSHE and Citizenship Policy (2001)
- The school's Equal Opportunities Policy (2000)
- The school's Behaviour Policy (2001)
- *Bullying: A Responsible Response* - A Richmond Upon Thames Education handbook (1997)
- *Bullying – Don't Suffer in Silence* – DFE (1994)
- The school's Anti-Racial Harassment Statement (2001)
- *Social Inclusion: Richmond Borough Guidelines* (2001)
- SEAL's anti-bullying theme (Guidance DfES 2005)

A POSITIVE APPROACH TO PROMOTE 'GOOD FRIENDS'

Bullying is an area which requires sensitive and immediate handling. Bullying is a very broad term and can encompass any number of behaviours. At Collis we understand bullying to mean recurring, threatening behaviour. Children must understand that we do not tolerate bullying at Collis and that it is 'OK to tell'. Time will always be made to offer support and counselling to all parties involved. Leaflets and contact numbers offering further support are available through the PSHE&C coordinator.

ACTIVELY PROMOTING DESIRED BEHAVIOUR

- PSHE and Citizenship assemblies (supported by SEAL's)
- Praise
- Positive encouragement and providing good role models
- Drama/role play activities
- Circle time
- School/class councils
- Rewarding non-aggressive behaviour
- Help children to develop positive strategies and assertiveness
- Create an atmosphere of trust in which children feel able to express their worries/fears
- Encourage peer support for both the bullied and the bullies. Adopt a befriender/buddies scheme to promote peer support and to act as playground mediators
- A child seeking support may be provide with a named member of staff if appropriate.

THESE FORMS OF BEHAVIOUR WILL NOT BE TOLERATED IN OUR SCHOOL

name calling	ignoring
excluding	whispering
teasing/'winding up'	criticising
kicking/hitting	aggression
physical violence	sexual harassment
sarcasm	gender abuse
spoiling work	exploiting physical weakness
spitting/biting	not giving credit
preventing others from working	mimicking
glaring/staring	spreading rumours
passing notes	locking people away
tripping up	racial abuse
pinching	shouting at
chanting	dares
damaging property	forcing people to join a group
refusal to touch others or their belongings	threats/extortion
belittling/degrading	frightening
'ganging up'	demanding
humiliating	swearing
stealing	grabbing what you want

ACTION AGAINST BULLYING

For the Adult

- Take bullying seriously and investigate the facts of any incident
- Support children who are being bullied/bullies
- Encourage bullies/bullied to change their behaviour
- Encourage children to 'tell' and back them up when appropriate
- Break up groups of bullies
- Use peer pressure against bullying behaviour

- Meet with bullies and victims individually
- Encourage co-operative working/play
- Check hidden corners of school environment
- Take an active interest in children's social lives and watch for signs of distress
- Promote a shared approach with parents/guardians

For the Child

- Tell yourself you don't deserve to be bullied
- Although it may be extremely upsetting, try hard not to show this and seek help immediately
- Try being assertive – shout 'go away' loudly, or walk quickly and confidently away
- Get your friends to support you
- Show that you and your friends disapprove
- Talk to an adult
- Give sympathy and support to children who may be bullied
- Be careful about teasing or personal remarks
- Don't stand by and watch – fetch help
- Remember, we are all individuals and different and we should be allowed to be proud of it.

PROCEDURES FOR DEALING WITH BULLYING

After Behaviour Occurs - how can we deal constructively with the unwanted behaviour?

- Discussion with all parties to establish what has occurred. Give children a fair chance to explain themselves, either verbally or written
- Provide support and reassurance for victim
- Provide counselling for both bullied and bully
- Set small, achievable steps towards resolving the conflict
- Establish or continue positive home/school links
- Use sanctions where and when appropriate. This is at the school's discretion.
- Monitor and review the situation
- Ensure all adults involved in support of the child are kept informed
- Ensure that all incidents of bullying and any sanctions taken are recorded on appropriate forms – to be kept by the class teacher
- In the case of a racist incident, the Headteacher MUST be informed and the incident will be recorded in line with the Borough's recognised procedure
- In some cases it may be considered appropriate to show the written recording of an incident to the child/children concerned.

SANCTIONS AVAILABLE

- Referral to senior staff – in line with the school's Behaviour Policy
- Withdrawal from playtime (which may involve writing a letter of apology).
- Withdrawal from representing the school

- Withdrawal of privileges
- Exclusion from peers
- Request help from Educational Psychologist
- Exclusion from school

Pupils involved in incidents will be informed of sanctions carried out. Staff associated with such pupils will also be informed.

Parents should be informed and encouraged to take an active part in 'target making' in order to obtain acceptable behaviour.

REVIEW AND MONITORING OF THIS POLICY

This policy will be reviewed in line with the school development plan Last reviewed Sept 2007

It is the responsibility of all those adults working within the school to monitor its effectiveness and to report back to the PSHE and Citizenship coordinator with any concerns who will in turn report to the Headteacher.

SECTION C: CASE EXAMPLES FROM RICHMOND SCHOOLS

1. An Example of a Strategy – The "No Blame Approach"

There are many different strategies. One strategy for establishing immediate support for a bullied child/young person that emphasises the development of responsibility in all parties is the "No Blame Approach" developed by Maines and Robinson, adapted by Bird and Brown as "Taking Responsibility".

STEPS

- **Interview the bullied person**

The adult talks to the bullied young person about his or her feelings. There is no need to question the young person about the incident. The adult needs to know who is involved. The adults explain the process of "taking responsibility" to the young person and seeks his/her permission for a meeting to be called for all those who are involved.

- **Meeting with the group of people involved and explanation of the problem (As soon as possible after the incident, preferably the same day)**

The group will consist of some bystanders who joined in but did not start the bullying (size group approx 8).

Adult tells group about the way the bullied person is feeling and may use poetry, drawing a piece of writing to emphasise the distress. The details of the incident are not discussed. No young person is blamed.

- **Sharing responsibility**

The adult says that s/he knows that the group is responsible and s/he communicates to them that they can do something to improve the situation.

- **Ask group for ideas**

Each group member is asked to suggest a way in which the bullied person could be helped to feel happier. The teacher does not extract promises of improved behaviour.

- **Leave it to the group**

Adult passes responsibility to the group to solve the problem. A further meeting (5 days ahead) is arranged to see how things are going. The priority is to ensure increased protection and involvement for the bullied person. An agreed range of support strategies is drawn up with the young people taking responsibility for particular actions (e.g. meeting him/her at the school gates; checking he/she is ok at break; talking to him/her, etc).

- **The group support the bullied child**

Teachers and other adults closely monitor the situation to ensure the child is indeed supported and protected. The child who has bullied is encouraged and supported to contribute positively and changes in behaviour are acknowledged and praised.

- **Where appropriate "one to one" support programmes**
These are put in to enhance the learning process for both parties. This is in addition to, and separate from, the support given by the group to the bullied child.
- **The second meeting**
Adults sees each group member, including the bullied person, and discusses how things have been going. In this way, the adult monitors progress and keeps each group member involved in the progress.
- **Ongoing monitoring**

RECORDING A BULLING INCIDENT

Child's Name:

Class:

Date Incident Occurred:

Please give a brief summary of the incident, include names of all parties involved.

Action taken

How will the situation be monitored?

Class Teacher:

Date: