

THOMAS KNYVETT COLLEGE ANTI-BULLYING POLICY

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Governors Committee Responsible: C&P

Senior Manager Contact:
Assistant Headteacher

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Purpose:

- All staff, students and parents will have an understanding of what bullying is.
- All students and parents know what the school policy is on bullying, what to do if bullying occurs and are confident that any complaint made about bullying is taken seriously, investigated fully and resolved.
- All staff will know what the school policy is on bullying and follow it when bullying is reported.
- When bullying is reported, parents and students will feel assured that they will be supported and bullying will not be tolerated.

CREATING A TELLING SCHOOL

Part One

School aims include:

- To develop self-esteem in all students.
- To encourage positive behaviour, individual responsibility and ambition.
- To provide a happy, safe, caring and inclusive environment that values each individual and promotes respect and consideration for others and in which all children develop to their full potential academically and socially.
- To raise awareness of bullying and teach prevention strategies through Character Development days and other curriculum areas.
- To provide a consistent response to incidents of bullying.
- To develop and support home, school and community partnerships that encourages all members of our community to be open in their concerns.

Our anti-bullying philosophy:

Three elements lie at the heart of our philosophy:

- **A Telling School**

This is a **TELLING school** – this means that **anyone** (including parents) who is aware that bullying is happening is expected to tell a member of staff and all staff are expected to be vigilant. Bullying of any kind is unacceptable within the school community. However, if bullying does occur, all students should be able to report incidents and feel confident that they will be dealt with promptly and effectively. Bystanders who witness bullying within the College community have a responsibility to intervene to stop any forms of bullying from occurring whenever possible. Most bullied children are reluctant to communicate their concerns to an adult. The child needs to feel that they are doing the right thing, that they will be taken seriously, that their feelings matter, that they are not to blame – their self-esteem needs strengthening, that something will be done.

- **A No Blame approach**

Staff will not jump to hasty conclusions but will listen and give careful consideration to all parties involved in an incident whether they are deemed to be the perpetrators, the victims or the witnesses. The no blame approach is linked to the process of Restorative Justice which encourages the reporting of incidents by reducing the victims' anxiety about repercussions; it also educates the bullies by increasing their sensitivity and sense of responsibility for their actions.

- **Embedding an anti-bullying culture**

The school has worked very hard to create a positive atmosphere and a caring environment and to set in place procedures which will ensure that incidents of bullying are rare. Examples of these strategies are given in PART THREE below. An anti-bullying culture is essential because it creates a safe, secure and happy environment which promote individual wellbeing, positive behaviour, good attendance, reduction in truancy and disaffection and ultimately increased educational attainment. By ensuring early intervention, the school is able to support a change in patterns of behaviour which enable all students to mature into valuable members of society.

The School's Anti-Bullying Policy is published on the VLE for all stakeholders to access. This is supported by a report abuse reporting system on the VLE where students can report bullying. This is communicated directly with their House Leader.

Part Two

Definitions of bullying

Bullying is deliberate hurtful behaviour, aimed at hurting, threatening or frightening someone either physically or emotionally. The behaviour is repeated over a period of time and it is difficult for the victim(s) to defend themselves.

Standing by without taking action to prevent bullying is seen as siding with the bully.

Specific types of bullying include: -

Racist bullying, which occurs when bullying makes a person feels unwelcome, marginalized and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

HBT Bullying [Homophobic, Biphobic and transphobic bullying], which occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people.

An increasing form of bullying is cyberbullying, which can be defined as the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else. All the other forms of bullying can take place within the method of cyberbullying but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. With other forms of bullying, the victim is able to have safe places that the bully cannot intrude into. However, with cyberbullying, no place is safe as the bullying can occur in any place, at any time. Whilst students are able to walk away from bullies, this is not possible where cyberbullying is concerned.

From the Education and Inspections Act (2006), headteachers have the power 'to such an extent as is reasonable' to regulate the conduct of students when they are off-site or not under the control or charge of a member of staff. This has particular significance in the case of cyberbullying which often takes place out of school, but has a strong impact on the school life of those students involved. Hence, those students involved in cyberbullying other students will be dealt with within school within the guidelines of this policy.

Some cyberbullying activities could be criminal offences under a range of different laws including the Protection from Harrassment Act (1997), Malicious Communications Act (1998), Communications Act (2003), Public Order Act (1986), Obscene Publications Act (1959) and the Computer Misuse Act (1990). Where appropriate, the school will work in conjunction with the police to resolve an issue of cyberbullying.

Bullying may be carried out by individuals or groups, and may include the following behaviours:

Physical	Hitting, kicking, pushing, taking or hiding belongings
Verbal	Name-calling, taunting, mocking, making offensive remarks e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping
Indirect	Spreading nasty stories about someone, excluding someone from social groups, leaving notes. Failure to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or by the internet, producing offensive graffiti.

Signs of bullying

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, soiling/bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high levels of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

PART THREE

The School's Approach to Dealing with Bullying

The School adopts a three stage approach in dealing with bullying:

Stage 1: Creating an Anti-bullying culture

The first stage is to carry out preventative measures designed to encourage students to behave in a positive way towards one another and to discourage bullying. Such measures might include: supervision of students at breaks and lunchtimes, opportunities for students to discuss bullying and to practise interpersonal skills in a range of subjects including Character Development, a structured tutorial system, assemblies and whole school initiatives specifically aimed at raising awareness. (refer to Appendix 1 for specific approaches).

Stage 2: If Bullying Occurs

In the first instance, once a member of staff has been made aware, he/she listens, assesses the victim's feelings, taking further appropriate action including contacting the parents. Other members of staff with a responsibility for anti-bullying may be contacted. E.g. Year Leaders, Behaviour Team.

The *No Blame* Approach

If deemed necessary, the School may adopt a system known as the "**No Blame Approach**" to a bullying incident (see Appendix Three). This approach encourages the reporting of incidents by reducing the victims' anxiety about repercussions; it also educates the bullies by increasing their sensitivity and sense of responsibility for their actions. It is based on the principle of using peer pressure to stop bullying behaviour and involves a series of meetings between the teacher and the bully(ies) and the victim(s) and their peers who can influence the situation. There are several steps to follow to conclude and evaluate the process. Those involved are encouraged through these meetings to understand one another's feelings and to identify ways in which they can change their own behaviour and stop the bullying. Restorative Justice techniques are also advised in these circumstances.

Parents may be informed of incidents that have occurred in school and action taken.

Stage 3: If Bullies Do Not Respond to the “No-Blame Approach”

In instances where those involved fail to keep to the agreements made at the No Blame meetings and bullying continues, the bullies are considered to be acting defiantly and the School will use a range of sanctions (eg. detentions, loss of privileges, missed playtimes, involvement of parents, internal exclusion, fixed term exclusion) as appropriate. In cases of serious and/or persistent bullying, permanent exclusion may result. Victims of bullying may be given further counselling/put on child watch/ given a buddy/companion.

Ways to report bullying

The most obvious method of reporting bullying is to tell a teacher and this is promoted as much as possible. Students are also encouraged to inform peer mediators or other students, who then should inform a member of staff. Students can also use the report abuse button on the VLE.

Monitoring of Bullying Incidents

All bullying incidents and remedial action taken will be centrally logged. The SLT analyses incident logs termly to identify any potential patterns in bullying behaviour. The Governing Body will receive a full report at least once a year on the extent of any bullying problems and the actions taken, including where available comparative information from other schools.

Lead personnel

The lead teacher in the school for Anti-bullying is the member of SLT responsible for Personal Development, Behaviour and Welfare. A member of SLT oversees the work of the Behaviour Manager in ensuring the regular collation of relevant data and appropriate interventions that follow on from this.

APPENDIX ONE

General Strategies in creating an Anti-Bullying Culture

- Students are made familiar with the school's policy on bullying as part of their tutorial programme in Year 7 and this is reinforced throughout the Key Stages
- Duty staff patrol the School at breaks and lunchtimes and students can use the supervised resource centre at lunch-times. Olympia is also provided as a safe place for our more vulnerable students. Separate toilets are provided for year 7 and 8 students and separate play areas are provided for Year 7.
- All students are issued with a school planner which outlines the ICT acceptable use policy which outlines the school policy and procedures towards bullying.
- All students and parents sign an agreement to show respect for others in the school and that bullying will not be tolerated as part of the 'Partnership' on admission to the school.
- Liaison will take place with feeder schools/follow-on schools to ensure that a common approach is adopted.
- Provide children with simple strategies to help them understand and take forward the concept of the Telling school – eg. Teach them language strategies etc – **see Appendix 3.**
- Involve children in the development of the anti-bullying policy through school councils, surveys etc...
- Train teachers in the concept of the no blame approach and restorative justice and practise it with students of all ages.
- Continually reinforce the concept of mutual responsibility – everyone has a responsibility to prevent bullying - including bystanders.
- Ensure that special efforts are made to support and mentor late arrivals, children with special needs and other vulnerable children.
- Select from a range of strategies which help to create a culture where children are sensitive to needs of others – eg friendship benches, circle time/circle of friends, community art, schools songs, mentoring, cooperative group work.
- Potential victims are identified at an early stage by tutors and monitored closely. Assertiveness/Self Esteem/Social skills classes will be organised if needed.
- A Peer Mediation Programme is run where a group of students are trained to mediate issues between students and this is the first instance of intervention in dealing with bullying

- Students are given the opportunity to inform the school of any matters of concern through a variety of methods - members of staff, the School Council, Year Councils, prefects, mentors, surveys of student opinion and the Inclusion Team.
- All subjects encourage tolerance and respect for others through group and pair work and through discussion and debate. The school seeks to raise self-esteem by celebrating achievements of all kinds.
- All staff are made aware of the School's policy and procedures for dealing with bullying incidents.
- Rewards for students displaying positive behaviours with regard to bullying incidents are to be actively encouraged.
- A range of supervised extra-curricular activities are available at lunchtimes and after school. Vulnerable children have a 'safe' place to go at lunch times.
- Bullying as an issue is covered in curriculum areas such as English, Drama, ICT as well as in assemblies, tutorial time, and PSHSE mornings. The approaches adopted in these areas are consistent with the School's policy on Bullying and emphasise the responsibility of all to speak out against it.
- Parents are informed of tell-tale signs to look out for and of strategies to use to prevent bullying via the VLE. All new parents are issued with an anti-bullying leaflet which sets out detailed strategies they might follow.
- Any incidents of bullying are logged.
- Victims of bullying can be referred to the Inclusion Team where appropriate.

APPENDIX TWO - THE NO-BLAME APPROACH: A TEACHER'S GUIDE

- 1.** Take an account from the victim and **Really Listen**. The circumstances of bullying are not especially important but the effects are. Ensure that the person conducting the interview is best equipped to do so, the person might be a TA, teacher, Head teacher depending upon the offence/structure of the school.
- 2.** Start with a written account, then interview bully and others -
Things have been tough for Jo. What do you know about it? What shall we do about it? (Don't mention bullying or accuse)
- 3.** Interview victim
 - I understand that things aren't going too well for you at the moment and I wanted us to have an opportunity to talk about how you are feeling.
 - Do you want to tell me more?
 - What are your feelings about this?
 - I can understand how angry you must be.
 - How are you coping?
 - Is there anything else you'd like to say?
 - I know it's been difficult for you to share that with me and I'm really pleased that you have been able to.
- 4.** Convene a meeting with the perpetrator(s), about 6-8 in a group at the most. One or two of these should be the chief instigators and the others should include observers or those who collude by failing to intervene.
 - (a)** Explain to the group that there is a problem for Jo and recount her story so that her distress is described.
 - I've asked to meet with you all because I'm particularly concerned about Jo. From what I understand of the situation, Jo is feeling really upset. She is afraid of going into the playground.
 - (b)** The important thing to remember is NOT TO ATTRIBUTE BLAME but to state that members of the group are responsible and can do something about it.
 - I know that members of this group are responsible for some of what Jo is feeling and I also know that you can do something about it. I want us to find ways of making things better for Jo.
 - (c)** Ask all the group members if they can make some suggestions about the way in which they might help. List all the ideas and LEAVE IT THERE. It's really important not to go on to extract a promise of improved behaviour.
 - "I wonder if you can think of some strategies to help solve this situation."
 - "Feels like a hard thing to have said. I'm really pleased that you've been brave enough to share this. How are you going to do that?"
 - (d)** End by arranging a meeting with each group member individually in about a week to find out how things are going.
 - "I'm really pleased with the way you have all worked through this situation and all the ideas that you have come up with. What I'd like to do is to meet with each of you individually in about a week to find out how things are going."

APPENDIX THREE

Assertive Language Strategies

All adults are alert to any signs of bullying, any kind of intimidation or manipulation so that early intervention can be instigated as well as adults instigating early intervention, pupils are taught to help themselves by:

- At the first instance, the child being 'bothered' says loudly with their hand up (Stop Sign): 'I don't like it when youso stop.'
- At the second instance the child says (again with his/her hand up): 'I don't like it when you....if you carry on I will go and tell an adult.'
- At the third instance the child says: 'I told you I am telling an adult...' and goes to tell.

All children are taught this procedure in tutor time at least once a term. If any bullying, intimidation or manipulation is reported to an adult, the adult needs to take appropriate steps to deal with the situation.

APPENDIX FOUR

National Websites

www.dcsf.gov.uk/bullying

government site with information about the new pack for schools and many links to relevant sites

www.kidscape.org.uk (020 7730 3300) provides training for professionals, courses for bullied children, a helpline for parents of bullied children and resources about the prevention of bullying

www.beatbullying.org (0845 338 5060) provides a toolkit for young people and information and strategies to help them

www.childline.org (0800 1111) offers a free 24 hour helpline for children in distress or danger. The website has useful information sections, particularly on racial harassment and bullying'

www.anti-bullyingalliance.org.uk brings together 60 organisations and has commissioned a research and evaluation team to advise on bullying and anti-bullying initiatives

www.cyberbullying.org has useful advice on combating cyberbullying, including how to take screenshots of online bullying for evidence

www.thinkuknow.co.uk provides information for children and young people, parents, teachers and trainers on staying safe online

www.chatdanger.com

www.ncb.org.uk (National Children's Bureau)

www.nspcc.org.uk includes information on bullying as part of the Full Stop campaign

www.childnet.com

www.digizen.org

www.stonewall.org.uk Stonewall runs the education for all campaign to ensure that all young lesbian, gay and bisexual people can fulfil their potential and that school's can deal appropriately with homophobia and homophobic bullying.