



Cleves School
Learning Together

ANTI-BULLYING POLICY

Review Date: June 2015
Reviewed by: I Russ
Review Cycle: Annual
Next Review Date: June 2016

INTRODUCTION

At Cleves we aim to ensure that all of our children have a secure and happy environment. We believe in trying to prevent bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. We are very aware that we all have a duty to work together to protect our children from bullying and other forms of abuse and our school policy is that all bullying, of any sort, is totally unacceptable.

If allegations of bullying or harassment are made, or actual bullying occurs, we will make sure that a supportive and informed member of staff deals with them quickly and fairly. We keep a record of all allegations and actual instances of bullying and review this regularly to see if there are any trends; what lessons can be learned, and whether we need to take any new or additional steps to prevent further instances.

We believe it is important that our children are clear about what bullying is: the definition we use is that bullying is behaviour that is deliberately hurtful and repeated. It can be by one person or more, and can take many forms – physical, verbal, to the child's face or behind their back – e.g. cyber bullying. Bullying might consist of attacks against a child or against groups to which a child belongs – e.g. racial bullying.

We have a three point Code of practice aimed respectively at pupils, staff and parents to emphasise that:

BULLYING IS TOO IMPORTANT TO IGNORE

All incidents or allegations of incidents will be

- ✧ Taken seriously and dealt with sensitively
- ✧ Followed up with necessary action and support
- ✧ Where appropriate, the anti-bullying message will be reinforced through assemblies, the curriculum, the PSHE Program and the healthy school agenda.

STAFF ACTION

1. If you suspect a pupil is being bullied or have an incident reported to you **DON'T IGNORE IT – TAKE ACTION!**
2. Make it clear that school can help and support will be given
3. Reassure that:
 - a) Everyone has a right to learn and play in a safe environment
 - b) They were right to tell

c) If the bully gets into trouble, it is as a consequence of the bully's actions

4. Discover the facts:

- a) Listen carefully to pupils
- b) Use no blame approach with the alleged bully/bullies whilst establishing the facts
- c) Never make promises to the child

5. Keep a note of any bullying incidents and what the child has said to you

6. At the first convenient moment make sure the class teacher and any other relevant teacher is aware of the incident. The class teacher may then decide to refer the issue to year leader.

7. Log the incident formally on the pastoral system

8. Following investigation, if appropriate discuss the situation with parents concerned

9. Depending on the severity of the incident the class teacher and / or year leader should continue to monitor **CLOSELY** – do not assume the incident is resolved

If bullying has been proven to have occurred:

- a) Class teacher to arrange a formal meeting with the parents, involving the class teacher and year leader or pastoral co-ordinator
 - b) A verbal apology to be made to the pupil who has been bullied. This will be organised by the class teacher
 - c) An agreed set of consequences involving both school and home
 - d) Agreed consequences and future sanctions outlined to parents and documented
- In some cases, outside agencies may need to be involved.

STAFF BEHAVIOURS

- ✧ Make frequent reference to the anti-bully policy in the classrooms
- ✧ Deal with all bullying behaviour – ignored behaviour is seen as “condoned”
- ✧ Act as a role model for pupils in your interactions
- ✧ Remind pupils regularly of the school's key values of Consideration, Honesty, Tolerance and High Aspiration
- ✧ Encourage pupils in their discussion of feeling and emotions
- ✧ Supervise pupils positively (lots of reference to their good social behaviour)

- ✧ Challenge racist or sexist language of pupils (and adults)
- ✧ Challenge any negative comments about appearance, disability, religious affiliation, nationality, family circumstances, sexuality
- ✧ Listen to pupils and be prepared to act on their information
- ✧ Work on promoting self-esteem among pupils
- ✧ Be on time to lessons and early on duty
- ✧ Use teaching and learning styles that encourage positive behaviour
- ✧ Be firm and consistent

Whilst talking to a friend can help, another pupil cannot be expected to resolve a real bullying situation or offer sufficient support

PUPILS WILL KNOW HOW AND BE ENCOURAGED...

If they are being bullied, or,

If they are told about bullying, or,

If they witness bullying:

- To tell a teacher or appropriate adult
- To tell family

PARENT ACTION

- ✧ Encourage your child to talk to you about school and their social life
- ✧ Feel free to inform the class teacher of any concerns you may have – even minor problems can be distressing to a child
- ✧ **WATCH** for any signs of distress in your child
- ✧ **LISTEN** to your child and take seriously any reports of anti-social behaviour
- ✧ **REMEMBER** that children do not always report incidences accurately

If your child says they are a victim of bullying:

- ✧ Make sure of the facts
- ✧ Contact the school – speak to your child’s teacher
- ✧ Work with the school to develop strategies to support your child

If your child is responsible for bullying:

- ✧ **DO NOT IGNORE IT**
- ✧ Make sure of the facts
- ✧ Try to find out why your child is bullying
- ✧ Make it clear that such behaviour is unacceptable
- ✧ Work with the school to develop strategies to change behaviour

SIGNS WHICH MAY INDICATE BULLYING

Signs, which may indicate a child is being bullied, can include some or all of the following characteristics;

Child:

- ☹ Is afraid walking to or from school
- ☹ Is unwilling to attend school
- ☹ Requests to be driven to school
- ☹ Changes the route taken to school each day
- ☹ Standard of school work declines
- ☹ Regularly has clothes or books or schoolwork torn or destroyed
- ☹ Comes home hungry because lunch or lunch money has been “lost”
- ☹ Becomes withdrawn or moody
- ☹ Starts stammering
- ☹ Starts hitting other children
- ☹ Stops eating or becomes excessively clean
- ☹ Develops headaches and stomach aches
- ☹ Cries him/herself to sleep
- ☹ Runs away from home or school
- ☹ Has nightmares
- ☹ Has unexplained bruises, cuts or scratches
- ☹ Has his/her possessions “go missing”
- ☹ Continually asks for money or starts stealing
- ☹ Continually loses money
- ☹ Refuses to say what is wrong
- ☹ Gives improbable excuses to explain any of the above

SOME RECOMMENDED STRATEGIES IF A COMPLAINT OF BULLYING IS MADE

1. Take an account from anyone who says they have been bullied and REALLY LISTEN. Note down the **feelings** and allow the person who says they have been bullied to express these at length. Pictures and writing may be helpful strategies.

“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 any more?”

“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”

2. The next step is for the most suitable person to convene a meeting with the perpetrator(s).

3. Explain to the group that there is a problem. Recount the story so that the distress is described.

“I’ve asked to meet with you all because I’m particularly concerned. From what I’ve heard of the situation, someone is feeling really upset and afraid of going into the playground”

4. 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 and I also know that you can do something about it. I want us to find ways of making things better”

5. The next step is to ask all the group members if they can make some suggestions about the way in which they might help. List all the ideas. 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”

6. This step needs to 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 meet with each of you individually in about a week to find out how things are going”

7. Throughout this process, convey your belief that the young people involved are not “bad” and are capable of kind behaviour and can help.