

Hordle Walhampton: COUNTERING BULLYING POLICY

Preamble

- It is a brave school that claims to have no bullying. At Hordle Walhampton we hope that there is very little and that what bullying there is can be spotted and dealt with immediately, with regard to the DCSF guidance, 'Safe to Learn-Embedding anti-bullying work in schools'

Aims & Objectives

- Everyone - staff, parents, pupils and any other involved adults - need to be aware of the school policy and what to do in the face of bullying. These notes are intended to ensure that we are all doing, and saying, the same things: this is VERY IMPORTANT when dealing with bullying.
- Bullying at Hordle Walhampton is not acceptable in any form, and where there are incidents of bullying, they are to be dealt with in accordance with the guidelines set out below. Children should be able to tell and know that incidents will be dealt with promptly and effectively. Everyone has the right to be treated with respect. At Hordle Walhampton we are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere.
- The seriousness of bullying is noted in that it can cause psychological damage and even suicide.

Bullying is any actions or words that are intended to hurt.

General Points

- Bullies must be made to see their actions as bullying..... many don't
- Bullying can happen at any school.
- Most bullying takes place in schools where there is not enough to do..... part of the tutor and form teacher's responsibility is to encourage his, or her, form to become fully involved in the life of the school.
- Bullying tends to stop when an adult is told, so everyone must encourage victims and those who witness bullying to report it to an adult they trust.

What Counts As Bullying & Where Do Bullies Operate?

- Bullying is "any words or actions intended to hurt". This can include kicking, pushing, racist / sexist jokes, teasing, exclusion from a group; threatening, ridicule for cultural differences (music, language, food dress), refusal to co-operate because of their ethnic origin, racist graffiti, racist material (leaflets or magazines brought in), physical disability, incitement of others to behave in a racist / sexist / homophobic way.... the list is very long. Each child, classroom, common room, and member of staff has a more detailed list of what is not acceptable behaviour.
- Cyber-bullying is the use of the Internet (including e-mail), mobile phones, and photos, hacking into social networking sites in order to embarrass, hurt or humiliate a person. This may occur on the school premises or off site.

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- Bullies can operate anywhere, but the “hidden” areas are more popular. These can include the lavatories, changing rooms and music practice rooms. The Duty Staff need to be aware of this and to take care when patrolling. Passages are also used for the sly kick, push or hiding of books etc.
- Sexist, Homophobic and racist bullying can take a variety of forms, some are obviously offensive, whilst others seem harmless but can be damaging in the long term.

How to Recognise Bullies and Victims?

- Anyone can be a bully. As bullies enjoy being popular and finding weaker children to do their dirty work for them, a bully may appear to be well liked. Watch Out!
- Victims may be crying or have bruises, but they may also be performing less well in the classroom or on the games field. They may look tired and withdrawn or they may simply have lost their “joie de vivre”. Watch Out!

PROCEDURES

What Should Children Do About Bullying?

- If any child is bullied, or suspects that bullying is taking place, he, or she, must tell an adult (any adult) that he, or she, trusts. He, or she, should also support the victim and stick up for what he, or she, knows is right.
- Children may contact the Independent Person whose name and telephone number is on display throughout the school.

What Should The Adult Do?

- He, or she, should tell the Assistant Head (Pastoral) or the Designated Person, Tutor and Form Teacher of the victim and of the bully at once and alert the rest of the staff via the Care Diary.
- The “Care Diary” in the Common Room should be used to indicate instances of bullying and other anti-social behaviour.

What Should the Victim’s Tutor Do?

- He, or she, should comfort the victim, explain how to stand up to a bully and generally keep a friendly eye on him or her. The Tutor needs to find out the facts of the case: if it is a serious case take the action outlined below; if less serious, talk it through with the victim and work out how to cope with it in the future. At all stages the Tutor of the victim and of the bully must communicate their findings and, if necessary, sanctions must be imposed.

What Should the Bully’s Tutor Do?

- He, or she, must investigate fully the cause for complaint. This should be done by the method known as the Structured Interview Technique. Basically, the first step is to get the bully to empathise with the victim, the bully then acknowledges that he, or she is at fault and finally he, or she, (the bully) suggests redress or compensation. Many bullies do

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not regard their actions as bullying, and a sharp reminder is often going to be enough. The bully's Tutor must keep the victim's Tutor informed of everything that is said and done so that the two can work in harmony. The "No-Blame Approach" is attached to this policy.

Who Else Should Be Told?

- All members of staff need to be made aware of any bullying and the outcome of any disciplinary action. The Pastoral Co-ordinator needs to be kept informed at all stages and the Headmaster, should the particular case warrant it. If it is a serious case of bullying, they must be told at once and if it is felt necessary, both sets of parents informed. Respective Tutors should deal with most cases of bullying. Please do not be afraid to seek support.
- For really serious cases, which may lead to criminal investigations, outside agencies such as the Police and Social Services may be involved.

The No Blame Approach: The Seven-Step Programme

(Please note that where the Tutor feels uneasy about this procedure, he or she might enlist the Designated Person to assist or take on the case.)

1. The Tutor talks to the victim about his/her feelings and to find out that was involved. The incidents do not need to be detailed. He or she might be asked to write a poem or draw a picture.
2. The Tutor meets with a group of some pupils who were involved including onlookers.
3. The Tutor explains the victim's feelings and the problem. Neither the incidents nor blame are discussed.
4. Again, without allocating blame, the Tutor asks for the group's help in improving the situation.
5. The Tutor encourages each member of the group to suggest how the victim could be helped to feel happier. The Tutor positively receives the ideas but no commitments are made.
6. The Tutor suggests they try out their ideas to see what improvements can be made.
7. A week later, the Tutor organises another meeting to see how things are progressing.

Recording

- If a child reports an incident of bullying, then the incident should be written down either in the Care Diary or on a separate piece of paper. It is important not to ask leading questions, that confidentiality cannot be promised, no blame is attached, and no promise is given that things will get better.
- The information should then be passed on to the Tutor of the victim and the Bully, the Assistant Head (Pastoral), the Designated Person and Headmaster in order that any patterns can be identified.

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Sanctions

- Incidents of bullying are dealt with as individual cases. The sanctions that are appropriate for one may not be relevant for another.
- Bullies may be monitored during their free time
- Bullies may be put on a behaviour report card
- Bullies may receive a Black Book Detention
- As soon as an incident has been investigated a plan of action is agreed and put into place.

Intervention Techniques

- Lessons such as PSHE can be used to involve whole year groups through discussion, circle time and role play promoting considerate behaviour towards each other.
- Support throughout the curriculum through the five key points of Every Child Matters can promote positive attitudes and care towards each other.
- Assemblies and Chapel services can highlight acceptable and unacceptable behaviour
- Tutor sessions, where children have the opportunity to talk about their feelings in a small group or individually, or be given support.
- Outside speakers on relevant topics to be brought in to talk to children.
- Regular insets for staff on anti - bullying

Incidents Involving Staff

- An allegation of bullying by a member of staff is a serious disciplinary matter and will be the responsibility of the Governing Body.
- Where the member of staff is the victim by pupils, it is important that full support is given to the member of staff concerned.

Supporting Victims

- It is important that the school creates a climate in which victims of bullying feel able to report them. All staff and pupils should be encouraged to report incidents they witness and all reports followed up.

Bullying does not have to be a part of growing up. Don't put up with it.

Help Organisations

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| • Advisory Centre for Education | 0808 800 5793 |
| • Children's Legal Centre | 0845 345 4345 |
| • KIDSCAPE | 0845 1 205 204 |
| • Youth Access | 020 8772 9900 |
| • Bullying on line | www.bullying.co.uk |
| • NSPCC | www.nspcc.co.uk |
| • Daphne Johnston & Ofsted | |