

Anti-Bullying Policy

This Policy should be read in conjunction with the Thomas Keble Safeguarding (Child Protection) Policy

DEFINITION OF BULLYING

Bullying can be defined as deliberately aggressive, hurtful or threatening behaviour, repeated over a period of time. It is the abuse of power by one person or a group of people.

The four main types of bullying are:

- Physical (e.g. hitting, kicking, theft etc).
- Verbal (e.g. name calling; racist, sexist, homophobic, disabled).
- Indirect (e.g. spreading rumours, excluding someone from social groups).
- Cyber (e.g. harassment, alarm, distress or humiliation that uses internet-related and telephone technology).

RATIONALE

We believe that every child has a right to a safe and secure environment in which to learn and achieve success. However, we recognise that bullying may take place; this policy therefore outlines strategies for dealing with it in order to pursue the ideal of totally eradicating bullying.

AIMS

- To provide a safe and secure environment for all members of the school community.
- To encourage respect for the individual at all times, celebrating the differences between us.
- To prevent bullying behaviour.

OBJECTIVES

- To raise awareness of the issue with pupils, staff and parents.
- To establish a set of principles which is agreed by the different members of the school community.
- To develop positive attitudes and relationships in all areas of the school, building an ethos of non-confrontation.
- To create an orderly environment in school.
- To address issues involved within the *Personal and Social Education (PHSE)* and tutorial programme, and in other areas of the curriculum where appropriate.
- To support all those involved in or affected by bullying incidents.
- To break the cycle of bullying behaviour.

PROCEDURES FOR DEALING WITH BULLYING

- All reported incidents of bullying will be fully investigated as soon as possible and all relevant details can be recorded on the Bullying Incident Record Form (Appendix A).
- Parents will be kept fully informed of all serious incidents.

TALKING WITH THE VICTIM

- The victim will be given the time and opportunity to speak, without interruption, on an individual basis.
- This interview should clearly determine the facts as perceived by the victim.
- The member of staff should also use it to lead the conversation towards talking about feelings, possible causes and reactions.

- The meeting should end with reassurances for the victim, informing that another meeting will take place and the bully will be interviewed.
- When appropriate the member of staff will initiate additional support such as a peer mentor or counselling.

TALKING WITH THE PERPETRATOR

- This meeting may take place after a period of time has elapsed so that the perpetrator is less defensive.
- It is important that the meeting not only establishes the facts as perceived by the bully but also moves on to trying to find out why the perpetrator acted in such a manner. A useful strategy is to talk about relationships with other pupils, staff, adults and not the victims.
- If the conversation goes well and moves away from “they deserved it”, staff should try to get the child to think about how the victim feels.
- It may also be seen as appropriate to arrange a meeting between bully and victim.
- The meeting should conclude with an agreement on how the bully should behave in relation to the victim and to others in general.
- Counselling or mentoring may also be beneficial/recommended/initiated.

TALKING WITH A GROUP

- If the bullying involves a group, staff may be tempted to talk to individuals; however, staff should have the confidence to talk to the group as a whole and again concentrate on the facts and the feelings that resulted from the bullying.
- Only in exceptional circumstances would this meeting include the victim if the staff involved were convinced the perpetrators showed genuine signs of remorse and the victim’s anger/fear had subsided and (s)he had agreed to it.
- The Meeting should conclude with agreement on how the group are going to behave towards the victim. A good start is a sincere apology.

FOLLOW-UP MEETING

- It is essential that all those involved are seen again to ensure the issue has died down.
- If there has been continuation then the dialogue needs to start again.
- For things to progress the conversation should concentrate on the reasons behind the bullying as much (if not more) than the bullying itself.

PEER MENTORING/SUPPORT

- For Year 7, Key Stage 4 pupils will be Prefect Mentors and will be attached to each tutor group to work with the form on Induction Day, and from September onwards.
- Year 7 pupils will be given an email address which will enable them to contact a Year 11 mentor.
- Prefect Mentors duties will include supervising the Year 7 ‘quiet room.’
- Prefect Mentors will receive training.
- Students in KS3 and KS4 are also eligible to apply to become Anti-Bullying Ambassadors. Successful applicants receive external training and are responsible for working with students and staff to help prevent and resolve instances of bullying. Our ambassadors take on other responsibilities as required e.g. promoting Anti-Bullying Week and working with Year 7 students during tutor time.

SANCTIONS

Appropriate sanctions will be decided upon by the Head of Year and, when necessary, a member of the Senior Management Team (SMT).

When deemed necessary the bully/bullies will be placed on the School Disciplinary Code, on the appropriate stage.

Sanctions may include:

Verbal warning	-	recorded in pupil's file
Loss of social time	-	as above
Verbal apology	-	as above
Written apology	-	as above and parents informed by letter
Head of Year detention	-	as above
After-school detention	-	as above
Period of isolation	-	as above and parent interview
Fixed term exclusion	-	as above
Permanent exclusion	-	as above

Each incident will be dealt with on an individual basis and a combination of the above sanctions may be imposed. When necessary a pupil may be removed from the school site immediately.

RECORDING

All incidents of bullying should be fully recorded on the Bullying Incident Record Form by Head of Year and saved on the shared drive.

These records must include written statements involving all concerned and the statements of any eye witnesses.

Copies of all internal records, letters to parents, minutes from any parental interviews, record of sanctions imposed will be kept in all pupil files.

RESPONSIBILITY OF THE SCHOOL

- To ensure the school policy on anti-bullying is known to all staff, pupils, parents and Governors.
- To ensure the intentions of the policy are consistently implemented by all staff.
- To establish a procedure to ensure all incidents of bullying are dealt with fairly and consistently.
- To ensure there is sufficient and suitable curriculum coverage of the issue.
- To fully investigate and record all incidents, especially in the case of persistent patterns of bullying.
- To ensure an ethos in the school where pupils feel safe and confident that if they tell a member of staff about an incident, it will be dealt with (instantly).
- To actively promote individual's self-esteem: how pupils feel about themselves has a profound effect on their relationships with others; doing good that an individual can be proud of invariably raises self-esteem.
- Consultation with pupils, staff, parents and Governors on the policy and its effectiveness, as part of our self-evaluation process.
- To display the School Code of Conduct, Safe School Charter and other appropriate materials together with details of outside agencies prominently around the school and in tutor rooms.
- To involve outside agencies where appropriate.
- To provide suitable support service to individuals, as appropriate.
- To provide a safe place at lunchtime (e.g. Catch-Up Club) for victim and bully.

- To engage pupils in providing support to other children, who are in need of it.
- To monitor the school site to create a safe learning environment, where all can flourish.

PUPIL RESPONSIBILITIES

- To not become involved in any bullying incidents.
- To be aware of the school anti-bullying policy and the support available.
- To tell a member of staff if they think bullying is taking place.
- To talk to their parents or carers about their worries.
- To support pupils who may be subjected to bullying.
- To value pupil differences and treat others with respect.
- To provide good role models to younger pupils and to support them.
- To report honestly about any incidents of bullying they have seen when questioned.
- To respond honestly on the pupil questionnaire about the way they feel bullying is dealt with in the school.
- To contribute to any classroom discussion or tutor group assemblies which may tackle the issue.
- To be especially alert in those areas of the school where there may be less staff supervision such as toilets, corridors, stairs, school field, journey to and from school.
- To actively uphold the School of Conduct and Safe School Charter.

RESPONSIBILITIES OF PARENTS/CARERS

- To be fully aware of the school policy on anti-bullying.
- To sign the school-home agreement and abide by that agreement.
- To work in partnership with the school on encouraging positive behaviour, valuing differences and promoting sensitivity to others.
- To be alert and inform the school about significant behaviour changes and signs of distress in children.
- To discuss regularly with their children their feelings and any anxieties about school work, school life, friendships and relationships.
- To inform the school of any changes in individual pupil circumstances which may affect the ways in which pupils respond to school life.
- To alert the school to information reported by pupils on incidents or any concerns about other pupils' behaviour and attitudes.
- Parents/carers are asked not to challenge any incidents of bullying directly, but to report them as soon as possible.



BULLYING INCIDENT RECORD

Date report filed: _____

Name of person reporting incident: _____

Details of person being bullied: _____

Location of incident: _____

Details of people involved

Name	Age	Gender M/F	Ethnic Origin	In Care?	Role (ring leader)/ witness/assistant/ bystander/victim	* Level of involvement

*Levels of involvement: 1= very involved 2= involved 3= slightly involved 4= only indirectly involved

Details of incident *tick as appropriate*

- | | |
|---|--|
| <input type="checkbox"/> Physical aggression | <input type="checkbox"/> Damaging or taking possessions |
| <input type="checkbox"/> Deliberately excluding | <input type="checkbox"/> Threat |
| <input type="checkbox"/> Name calling/teasing | <input type="checkbox"/> Spreading nasty rumours/nasty notes |
| <input type="checkbox"/> Texting or cyber | <input type="checkbox"/> Extortion |
| <input type="checkbox"/> Other | |

Frequency and duration of bullying behaviour *tick as appropriate*

- | | |
|--|--|
| <input type="checkbox"/> Once or twice | <input type="checkbox"/> Persisting throughout 2 months |
| <input type="checkbox"/> Several times each week | <input type="checkbox"/> Persisting for more than a year |

Other notes on incident (including any relevant previous behaviour) and all relevant statements (attach)

Check list *Tick as appropriate*

- | | |
|--|--|
| <input type="checkbox"/> Checked for incidents involving same person | <input type="checkbox"/> Follow-up date set |
| <input type="checkbox"/> Notified parents/carers | <input type="checkbox"/> Action agreed with victim |
| <input type="checkbox"/> Individual discussion with people involved | <input type="checkbox"/> Action agreed with perpetrator |
| <input type="checkbox"/> Discussion with group of people involved | <input type="checkbox"/> Notes and other comments are attached |

Other actions *Tick as appropriate*

- | | |
|---|--|
| <input type="checkbox"/> Medical treatment required | <input type="checkbox"/> Referred to other agencies |
| <input type="checkbox"/> Police involvement | <input type="checkbox"/> Specific report from staff attached |

Details of action agreed with people involved (and parents/carers)

Completed by: _____ Date: _____ Checked by: _____ Date: _____

Follow-up review dates and interventions

Outcomes of follow-up and further actions taken

Has the bullying stopped *Yes/No*

Who	What	When	Outcome