



Cædmon School

Anti Bullying

Policy

HISTORY OF DOCUMENT

| Issue Number | Author | Date Written | Approved by Governors | Comments |
|--------------|--------|---------------|--------------------------|----------|
| Policy | DT | May 2006 | 17 May 2006 | |
| Review | MCa | February 2011 | | |
| | | | | |
| | | | | |
| | | | | |

Signature of Headteacher:

Signature of Chair of Governors:

ANTI-BULLYING POLICY

1.1 Rationale

All students at Caedmon have the right to learn and realise their full potential in all areas of school life, free from bullying. Bullying of any kind is unacceptable at Caedmon School and will not be tolerated. We will respond seriously and immediately to any incident which is related to bullying behaviour involving our students in and out of school, including on school transport. We will work sensitively with the students, keeping parents and carers informed and involved.

As bullying behaviour is an issue for both the bully/bullies and the victim/s we recognise that it should be addressed in constructive and positive ways which provide opportunities for growth and development for all parties involved.

The policy has been coordinated by Mary Carter, Assistant Head(ECM) with contributions from members of the Parents Forum, School Council, Leadership Team, Teaching and Learning ECM group, Pastoral Team and the teacher responsible for PHSEE and Citizenship. It will be reviewed annually with these groups.

2.1 The Ethos of Caedmon School

Caedmon School is committed to providing a caring, friendly, supportive and safe environment for all our students. Our vision is to work together with our students, parents and staff to promote an ethos of mutual respect that encourages consideration for others with empathy, tolerance and cooperation. We believe that everybody should be appreciated and valued for who and what they are and recognise that everyone contributes to the ethos of Caedmon.

All members of the school community have a role to play in realising this vision through the behaviour they model and demonstrate. They will understand that unacceptable and anti-social behaviour will be challenged and dealt with using the school's discipline procedures.

Effective management of bullying is a shared responsibility and strategies should involve school staff, parents/carers and other professionals who are involved with the victims or perpetrators of bullying behaviour.

3.1 Aims of the Anti-bullying Policy

This policy aims to:

- Set out clear guidelines to students, staff, parents and carers and clarify the roles of all involved
- Fulfill Caedmon's statutory responsibility to respect the rights of children and to safeguard and promote their welfare

- To clarify Caedmon's responsibility for responding to all incidents of bullying and to emphasise to staff, students and their parents/carers the school's approach and procedures towards all forms of bullying behaviour
- To enable staff to maintain a consistent approach
- To create a climate of openness and cooperation to promote a school ethos in which each student is appreciated, safe and able to realise their full potential
- To address the issue of bullying, using a whole school approach, and to deal with it effectively through pastoral care, the curriculum (mainly PHSEE), form time and assemblies making students aware of the needs of others
- To reassure parents/carers that the school takes their children's welfare seriously and that they are being educated in a safe, happy and secure environment
- To provide clear procedures for involving parents, carers and other agencies

4.1 Our anti-bullying objectives

- To develop and implement an anti-bullying policy based on a whole school approach
- To raise awareness among staff, parents/carers and students about the issue of bullying and the school's attitude towards it and to create an environment in which bullying is inappropriate and unacceptable
- To provide parents with up to date information through the school prospectus, weekly newsletter, Parents Forum group and Home and School Association
- To be proactive and jointly responsible with students, parents and staff in the prevention of bullying
- To assure students and parents that being individual and unique is something to be proud of
- To make students, parents/carers and staff aware of what steps to take when an incident of bullying has occurred
- To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe
- To address with bullies their problematic behaviour in a fair and firm, non-oppressive manner, and to provide them with support to enable them to change their behaviour
- To accurately record all incidents of bullying and to monitor the effectiveness of strategies

5.1 What is bullying?

Bullying is any behaviour intended to make others feel threatened, uneasy or unhappy. It implies a willful and conscious desire to cause distress. Bullying is generally taken to mean any sort of persistent physical or emotional intimidation over those who are unable to defend themselves.

Bullying is defined as “deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves” (Dfes).

There are different types of bullying behaviour and these can be exhibited by:

- An individual towards another individual
- A group towards an individual
- One group towards another group

It can take many forms and can be face-to-face, through third parties or via technology

5.2 Types of bullying

Some bullying is physical and can include:

- kicking, pushing, hitting, spitting, pinching or any use of violence
- Theft and extortion
- Damaging belongings
- Tormenting, e.g. hiding belongings

Some bullying is verbal and can include:

- Name-calling, teasing, sarcasm
- Taunting, mocking, insulting
- Making offensive comments
- Making threats
- Sexual innuendo

Some bullying is relational and can include:

- Excluding people from social groups
- Deliberately ignoring
- Gossiping and spreading rumours
- Being unfriendly
- Graffiti and defacing property
- Displaying offensive materials, e.g. homophobic, racist, sexual or disabilist

Some bullying uses modern technology such as mobile phones or the internet and is known as *Cyber-bullying*. It can be direct or indirect through:

- Text messaging
- Phone-calls
- Picture/video clips via mobile phones
- E-mails
- Chat room bullying
- Instant messaging
- Social websites

Caedmon recognises that cyber bullying is a growing concern and we continue to address the issue through PHSEE lessons, assemblies, with individuals and with groups of students. We promote anti-bullying week annually and concentrate on the theme of cyber bullying. We work closely with the police and provide guidance to both students and parents through our website, newsletter and Parents' Forum.

Bullying can be:

- Homophobic – a person is targeted for being or being perceived as a lesbian, gay, bisexual or transgendered
- Disabilist – people with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. They are often at greater risk of being bullied, both directly or indirectly, and usually about their specific difficulties or disability
- Racist or Religious – a person is targeted for being or being perceived as being a member of a different ethnic, cultural or religious group.
- Sexist – A person is targeted for being a particular gender
- Classist – a person is targeted for representing a perceived class or socio-economic group

6.1 The school's approach to bullying

The school's approach is to work on the prevention of bullying as well as taking immediate and appropriate action when bullying occurs. It is the school's intention to create a caring and trusting environment in which the student who feels threatened can TELL a teacher or trusted adult. Not telling protects the bully and gives the message that the bully can continue unacceptable behaviour. The action taken by school depends on the nature of the bullying.

All staff involved in the education and/or supervision of children will be vigilant both inside and outside the classroom. Staff will constantly reinforce the message to students that bullying is unacceptable. They should always find the time to listen to students' concerns.

Parents who believe their children are the victims of bullying will be encouraged to share their concerns with the school at the earliest opportunity and be prepared to work with the school to keep their children safe. All expressions of concern will be taken seriously and investigated thoroughly.

Similarly, if parents believe their child is bullying others, this information should be shared with the school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.

Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.

Students will be actively encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

Caedmon recognises that there are particular times when children may be more vulnerable to bullying eg lunch and break times and the beginning and end of the school day. Arrangements are made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

Also, that there are locations about the school in which incidents of bullying are more likely to occur and again arrangements are made to ensure that these are properly supervised.

Members of the Leadership Team regularly meet with a variety of focus groups of students to discuss and review issues relating to bullying, e.g. the school council, senior prefects. The information sharing in these meetings proves to be invaluable in managing the prevention of bullying at Caedmon.

All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help students learn and develop appropriate responses to others, all staff will treat each other with courtesy and respect and will model appropriate and acceptable behaviour.

7. Guidelines

7.1 Guidelines for Parents

Caedmon is firmly committed to working in partnership with parents/carers and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. Parents will be kept informed of issues through a number of means of communication - through the school prospectus,

weekly newsletter, letters, Parents' Forum group, Home and School Association and through direct contact.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Individual and less serious incidents will be managed by school staff and parents will be kept informed.

Close and constructive communication between parents and school is a key part of the process for successfully managing bullying incidents.

What to do if you think your child is being bullied:

- Watch for signs – not wanting to go school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing
- Listen to what your child says; try to establish that the problem really is bullying and not something else
- Try not to be over-anxious or over protective. Help your child to deal with the problem by him or herself
- Reassure your child that they are doing the right thing telling you and calmly discuss with your child what they can do and what you can do to help
- Make a note of what your child tells you. Get names and dates where possible as this will help school to deal with bullying quickly
- Contact your child's form tutor or Learning Tutor. Do this for as long as the bullying continues
- Do not promote a simple 'thump back' approach. This is rarely helpful and may make things worse for your child

Children can be called names in school. Often these names are intended to be humorous and are not meant to cause offence. If, however, your child is upset about some of the names used, then let school know as soon as possible.

7.2 Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual route
- is unwilling to go to school (school phobic)
- begins to truant
- becomes unusually withdrawn, anxious or lacking in confidence
- starts stammering

- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and be investigated.

7.3 Guidelines for teachers and other staff

If students are known to the staff of the school the chances of acts of bullying taking place are reduced. Within the community structure of Caedmon School all the students are known to Form Tutors, Learning Tutors and subject teachers.

All staff should watch for early signs of distress in students –deterioration of work, spurious illness, isolation, the desire to stay with adults, often being late for school and lessons, low self-esteem, bruises and cuts. **All of these may be symptomatic of other problems but may be early signs of bullying.**

Many of the strategies for dealing with bullies or the victims of bullying are already familiar to teachers.

- If an incident of bullying is reported, staff will be available and willing to listen
- Reported incidents should always be taken seriously and the person reporting the incident should be listened to in the right surroundings and carefully
- All reported incidents should be recorded precisely
- Action should be taken promptly to investigate reported incidents
- Bullying incidents should be made known to the students’ form tutors and, through them, their Learning Tutor. It should be recorded in the “Bullying Incidents Log” by the Learning Tutor

- Reassurance should be given to the victim, who should be clearly told what is happening and what measures are being implemented to stop the bullying from recurring
- The bully should be confronted with the reported incident and it should be made clear from the outset that acts of bullying are disapproved of. The bully should be asked to explain why he/she behaved in a way which caused distress or unhappiness and be helped to see the victim's point of view. The use of bystanders and witnesses may help in this process. **Do not bully the bully.**
- Sanctions within the framework of Caedmon's disciplinary procedures may or may not be necessary.
- If possible, the students should be reconciled.
- Bullying is always wrong. A victim of bullying must not be made to feel guilty because she/he is bullied
- If bullying is happening to students on the way to or from school, the same procedures must be followed
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Parents should be made aware of all incidents of bullying whether their child is the victim or the bully.
- Where appropriate, refer to relevant outside agencies such as the school's counseling service or the school nurse

7.4 Guidelines for students

What to do if you think you are being bullied:

- Try to stay calm and look as confident as you can
- Get away from the situation as quickly as possible
- Tell a friend or an adult what has happened as soon as you can
- Tell yourself you don't deserve to be bullied

After you have been bullied:

- Tell a teacher or another adult at school
- Tell your family
- If you are anxious about telling an adult on your own, ask a friend to go with you
- Be prepared to go back and repeat the request for help until the bullying stops

When you are talking to an adult about bullying, be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what has happened
- What you have done already

Beat the cyber bullies:

- Tell an adult you know and trust and encourage your parents to report incidents to the police and school
- Tell the company that provides your internet access, mobile phone, MSN or other social network accounts
- Save any messages
- Note dates and times messages are received and sent
- Save screen shots from chat rooms

If you are different in some way be proud of it! It is good to be an individual.

8.1 Communication of the policy

Students, Parents, Staff and Governors are made aware of the school's Anti-bullying Policy through a variety of means:

- The PHSEE curriculum
- Form time
- Year and whole school assemblies
- Student planners
- Anti-bullying week in November
- School Prospectus and weekly newsletter
- New year 7 booklet
- School website
- Staff planner and handbook

9.1 Monitoring and Reviewing the policy

There is a requirement upon the school to regularly monitor the policy and evaluate its impact upon bullying and therefore:

- The school will review this policy annually and assess its implementation and effectiveness
- The policy will be promoted and implemented throughout the school
- The "Bullying Incidents Log Book" allows for a check to be made on the frequency of incidents allowing for evaluation of the effectiveness of the policy
- The school will report to governors annually
- The school will report to parents and students annually through the Parents' Forum group, the school council and via assemblies.

This policy has been written using the NYCC 'Guidelines and self-evaluation framework for schools', which can be accessed on www.northyorks.gov.uk/anti-bullying

Websites offering help and advice:

www.anti-bullyingalliance.org.uk

www.kidscape.org.uk

www.childline.org.uk

www.dfes.gov.uk/bullying

www.need2know.co.uk/beatbullying

www.stoptextbullying.com

www.bullying.co.uk