

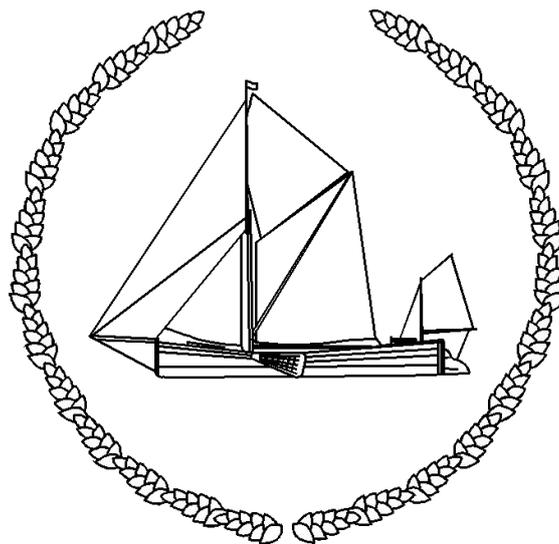


Diocese of Chelmsford Vine Schools Trust

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Anti-Bullying Policy



Rationale

Bullying at school can have a profound effect on children's lives and can have a lasting effect on them into adulthood. It can undermine their self-esteem and self-confidence and often result in them becoming bullies themselves. The policy on Anti-Bullying has been drawn up within the school's ethos of promoting positive behaviour and giving due consideration to our Christian values.

1. Definition

- 1.1 Bullying is repeated anti-social behaviour with malicious intent, (physical, verbal, psychological) repeatedly aimed at one or more children which is unacceptable to the victim(s).
- 1.2 Bullying can take many forms but three main types are:
 - 1.2.1 physical - hitting, kicking, taking belongings
 - 1.2.2 verbal - name-calling, insulting or racist remarks
 - 1.2.3 indirect - spreading nasty stories about someone, excluding from social groups.
 - 1.2.4 Cyber: sending nasty or threatening texts, emails by phone, picture/video clip,
internet chat rooms or websites
- 1.3 Cyber bullying can be defined as the use of *'Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.'*
- 1.4 Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places such as the home. The audience can be very large and reached very quickly.
- 1.5 The perpetrator of cyber bullying may never be in the same physical space as their target and may attempt to remain anonymous.
- 1.6 Some incidents of cyber bullying are quite unintentional as pictures or texts can be sent as a joke without the sender truly understanding the impact of their actions or the speed at which the information can be shared outside the friendship group. Many cyber bullying incidents can themselves act as evidence and it is important that in all settings where there are children, young people and technology, all adults know how to minimise and deal with incidents.
- 1.7 Through observation we recognise that there are times and areas where bullying is more likely to take place. The playground, toilets, and corridors are places where children could be subject to bullying. All staff, teaching and support, must be aware of this and are vigilant.

2. Aims

- 2.1 To give children a common understanding of what constitutes bullying and that it is unacceptable.
- 2.2 To give children the understanding and the confidence to say, "No," to incidences of bullying.
- 2.3 To instil in children the understanding that they will be listened to by all the adults in school.

- 2.4 To provide the children with an environment in which they will feel safe and secure, particularly in a social setting.
- 2.5 To give children the strategies to combat bullying.
- 2.6 To encourage 'victims' to be more self assertive.
- 2.7 To give 'bullies' opportunities to modify their behaviour.

3. Strategies

Activities which can be used to raise pupil awareness

- 3.1 The issue of bullying will be brought out into the open. Anti-bullying notices designed by children will be placed around school.
- 3.2 Assemblies may be a forum through which the issue of bullying will be raised.
- 3.3 All parents will be advised on their child's entry to school what school feels constitutes bullying - and be brought into school at the earliest possible convenience should their child be involved in bullying or be a victim of bullying.
- 3.4 The parents of new entrants will be given a copy of the anti-bullying policy.
- 3.5 Children involved in the school council will have the opportunities to discuss their own and their class' point of view in any revision of the bullying policy.
- 3.6 Staff will listen to the victim – provide time in a non threatening environment.
- 3.7 Children will be assured that staff will deal with the situation in a sympathetic and sensitive manner.
- 3.8 Children will be assured that they will be listened to and not dismissed out of hand.
- 3.9 An incident book is kept where anything of concern is noted. The Head of School will take any action that is appropriate.
- 3.10 Parents will be advised and be encouraged to discuss problems with members of the Teaching staff and Head.
- 3.11 Mid-day assistants will meet with the Head of School once every half term to discuss lunch time issues and will have opportunities for training.
- 3.12 Areas of the curriculum give opportunities in which to tackle the issue of bullying.
- 3.13 Class 'circle-time' and the school council are also appropriate vehicles through which the topic could be discussed.

4. Practical Advice

to Share with Pupils:

- 4.1 If you are bullied tell a member of staff or a parent
- 4.2 Try to ignore silly comments or teasing – don't say anything back - walk away
- 4.3 Say to people who are bullying you to 'leave me alone please', or 'NO!' or 'GO AWAY'. You must say it loudly and walk away immediately. Practice this in the mirror.
- 4.4 Stay with friends when playing - you are more likely to be bullied if you are on your own.

for Parents:

- 4.5 Encourage your child to talk about what has been going on in school, and talk through any minor incidents calmly to ascertain what has happened.
- 4.6 Inform the school immediately if you feel there may be a bullying problem.
- 4.7 Encourage your child to tell a teacher if they or any of their friends are experiencing difficulty in or out of school.
- 4.8 Watch out for signs of stress in your child - headaches, sore stomachs, reluctance to come to school - they can be indications that all is not well.
- 4.9 Investigate if toys / tuck / money starts to go missing.
- 4.10 Take an active interest in friendships and out -of-school activities.
- 4.11 Take an active interest in (monitor) your child's cyber activity including games and mobile phones.
- 4.12 Supervise situations where bullying may occur, e.g. walking to and from school.

- 4.13 Avoid unsupervised exposure to violence on television / videos / computer games. Spend some time discussing the different forms of violence - reality versus fantasy.
- 4.14 Please do not leave children to 'sort the matter out' themselves. This seldom works and often leads to the matter becoming worse.

5. How Do We Deal With Bullying?

- 5.1 We ensure that all perceived incidents are dealt with fairly and consistently.
- 5.2 All incidents are investigated, recorded, discussed and hopefully resolved, and the children involved supported. We try wherever possible to work in partnership with parents/carers to resolve incidents.
- 5.3 We investigate the incident to find out what has happened, we listen to the victim, the bully, and any witnesses and record the incident and action taken.
- 5.4 We support the victim and work with all concerned to resolve the incident.
- 5.5 We may seek support/advice from outside agencies. e.g. Educational Psychologist, Behaviour Support etc.

6. Incidents of Racial Abuse:

- 6.1 Any form of racial harassment and abuse will not be tolerated.
- 6.2 All incidents will be treated seriously, investigated, dealt with and logged by the Headteacher or Senior member of staff in the 'Racial Incident Log'.
- 6.3 'One-off' incidents of racist behaviour will be dealt with in a way which is sensitive to the victim, acknowledging the harm and injustice done, but which also ensures that the offender understands the seriousness of the offence he or she has caused.
- 6.4 The offender will be given every opportunity to try to repair the relationship with the victim wherever possible.
- 6.5 Parents or carers of both the victim and the offender will be informed. Parents / carers of the offender will be involved in actions taken to modify the child's future behaviour and attitudes.
- 6.6 Though there is no formal procedure demanding the reporting and logging of other forms of harassment and abuse, we will respond rigorously to any such incidents, including those relating to size, gender, or sexuality.

7. Monitoring

- 7.1 A check on the number of reported incidents is made and reported to Governors half termly.
- 7.2 The Headteacher will raise the issue each term in the school council and take note of the children's responses.

6. Review

- 6.1 Policy to be reviewed 3 yearly
- 6.2 Next review **Summer 2021**

Helpful documents and resources :

Don't Stick it Stop It! Bullying wrecks lives: the experiences of children with a learning disability MENCAP

The School Report, The experiences of young gay people in Britain's schools, Stonewall

Homophobic bullying

Safe to Learn: Embedding anti-bullying work in schools DCSF 2007

This is best used directly from www.teachernet.gov.uk/publications

The downloads are particularly useful and provide scripts to support staff and young people

Cyberbullying

Safe to Learn: Embedding anti-bullying work in schools DCSF 2007

www.teachernet.gov.uk/publications

Bullying Involving Children with Special Educational Needs and Disabilities: Safe to Learn: Embedding anti-bullying work in schools DCSF 2007

www.teachernet.gov.uk/publications

Anti-bullying Alliance (ABA) www.anti-bullyingalliance.org/

Anti-bullying Audit tool kit

Audit tool for children and young people

Audit tool kit user's guidance

Audit tool kit for staff

Audit tool kit for parents and carers

E-engage

On-line bullying and safety. This offers support on-line opportunities for young people to learn while working live with experts. www.e-engage.net/video

Stop Text Bully

www.stoptextbully.com This website offers guidance to children and young people if they are being bullied by texts, calls, photos and emails. There is good advice on how to stay safe whilst using mobile phones and IT.

Cyberbullying:

Guidance - www.dcsf.gov.uk

News articles on cyberbullying compiled by the National Children's Bureau

Email-library@ncb.org.uk www.ncb.org.uk

Child Exploitation and On Line Protection Centre (CEOP):

CEOP Education runs training on cyberbullying and participants can then access their materials and DVD for use in schools.

To view their DVDs go to www.youtube.com/ceop

CEOP Education (Education@ceop.gsi.gov.uk)

Childnet International

www.digizen.org

This website has a DVD about cyberbullying. This could be used in school assemblies. You will also find updates and links to different articles and information.

www.dontstickit.org.uk This MENCAP website provides cartoon scenarios for children and young people as well as information

Kidz Aware

Disability and equality awareness activities manual

info@kidzaware.co.uk

Know IT All

Is an interactive CD rom commissioned by the DCSF from Childnet International.

The key aim is to encourage parents to have a dialogue with their children about the internet.

<http://publications.teachernet.gov.uk>

The Children's Legal Centre

Is an independent charity which provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.

www.childrenslegalcentre.com

Girl bullying

'Understanding Girls' Friendships, Fights and Feuds.' A practical approach to Girls' bullying, Valerie E Besag Open University Press 2006

Appendix 1

Strategies to be used with the bullying policy.

Discussions with pupils; perhaps circle time.

- *How can we make our school a safer place?
- * How can we stop bullying?
 - in the playground?
 - in the classroom?
 - in the corridor and toilets?
 - at lunch times and break times?
 - outside school?
- *How can we make it easier for pupils to tell an adult if they are being bullied?
- *What should teachers and other adults do if someone is being bullied?
 - to help the bullied pupil?
 - to help the bullying pupil?
- * What can you and other pupils do about bullying?

Responding to bullying.

The Method of shared concern or the No Blame approach concentrates on finding a solution to the problem. Research (Sonia Sharp and Peter Smith) has shown that it works best with children in Year 4 and upwards though it has been used with younger pupils. It does not intend to create a friendship between the pupils but a series of strategies whereby they can co-exist within the same school.

The teacher deliberately avoids being involved in fact finding or apportioning blame. All that is needed is agreement that the child is being bullied or 'having a bad time.'

The method has three stages:-

individual 'chats with each pupil involved (about 7-10 minutes per child.)

Follow up interviews with each pupil (about 3 minutes per child.)

A group meeting (about half an hour.)

Time span - about a week but in practice not more than two weeks.

Preliminaries.

Before the meetings get what information you can (e.g. Who is the likely ring leader. Is the bullied pupil being provocative?) Make sure there is a suitable place for the interviews and book in times to see the children, consult with their class teachers if necessary.

Allow the child time to think. Don't be afraid of silence. If they really have no solutions themselves offer one yourself with their permission. "I have an idea. Would you like to hear it?"

Do not try to encourage a silent or unco-operative child. Simply wait in silence for them to speak. If nothing happens say to them. "You'd better go back to your class (or where they have come from) It seems that you do not want to talk today."

If a child offers an inappropriate solution do not reject it negatively, Say, "If this were to happen, the bullying would stop?"

Do not bargain. Say "I was thinking more about something you could do yourself."

Suggested interview with a Bullying pupil.

Teacher. I hear you have been nasty to Matthew.

Pupil . No, it wasn't me.

Teacher. Nasty things have been happening to Matthew. Tell me about it.

Pupil. Well, it's the others not me.

Teacher. Mmmm.

Pupil. They 've been getting at him. He asks for it.
(silence)

Pupil. It started last term. Matthew was showing off about going on holiday. He bought a bag back, so we....They hid it in the cupboard. He went mad and we started chucking it round the room and it went out the window. Now he gets his bag messed around with sometimes....he gets called bag boy....it's only a laugh.... he just doesn't fit in.

Teacher. So it sounds as if Matthew is having a bad time in school.

Pupil. Well I suppose so.

Teacher. OK. I was wondering what you could do to help him in this situation.

Pupil. Me?

Teacher Yes, you
(silence)

Pupil Well...I don't know really... I suppose I could tell the others to leave him alone.

Teacher. Excellent. Good. You try that out for a week and we will meet at this time here on Tuesday and see how you have got on.

Pupil. Is that all.

Suggested inter view with the bullied pupil.

Teacher. Hello Matthew. Sit down. I want to talk with you because I hear some nasty things have been happening to you.

Matthew. Yes, it's the others in my class. They keep on picking on me. They wont leave me alone. They mess around with my bag....putting muck in it and things like that.

Teacher You sound fed up with it

Matthew It just doesn't stop.

Teacher Is there anything you can think of which might help the solution?

Matthew. I could change schools.

Teacher Mmmm. So you feel it would be better to get out of the situation altogether?

Matthew Well sometimes. But I don't suppose my Mum would let me. They're not so bad when I hang around with Simon.

Teacher So being with someone helps the situation?

Matthew Yes. He backs me up when I tell them to stop it.

Teacher So he supports you?

Matthew Yes. I could sit next to him.

Teacher OK. You do that over the next week and then we'll have another chat to see how things have been going. OK? Bye then.

When interviewing the bullied pupil the script does not have to be so structured. It is important to find out whether the pupil is a 'classic victim' (not responsible for being bullied) or a 'provocative victim' (a pupil who contributes to their being bullied by provoking others in some way.)

Suggested interview for a bullied pupil who is provocative.

Teacher Hello Matthew. Sit down. I want to talk with you because I hear some nasty things have been happening to you.

Matthew. Yes it is the others in my class. They just keep on picking on me. They wont leave me alone. They mess around with my bag....Putting muck in it and things like that.

Teacher You sound as if you are fed up with it

Matthew It just doesn't stop. The rest of the class join in now.

Teacher. Tell me more about what happens? How does it start.?

Matthew It's usually when I go over and sit by them. They just can't take a joke.

Teacher So you play jokes on them?

Matthew Yes, Just messing around. I go on a really good holidays and they never do so I ask them where they are going....It makes them really mad. They are just jealous.

Teacher Then they get cross with you. What happens when they get cross with you?

Matthew Well that's when they started messing around with my bag.

Teacher Is there anything you can think of which might help the situation?

Matthew I could leave them alone I suppose.

Teacher OK. You do that over the next week and then we'll have another chat to see how things are going. OK.? Bye then.

The next set of meetings will be to establish how well each pupil has achieved the aim agreed at the first meeting. These are individual meetings like the first. Although pupils do not always do what they say they will , they usually will have left the bullied pupil alone.. if the bullying has not stopped continue to work with pupils individually to agree a solution to the situation.. If it has stopped congratulate each pupil individually on their efforts

Group meetings.

It is this final meeting which leads to an agreement about long-term maintenance of the change in bullying behaviour.

Meet with the bullying pupils briefly first. Ask them to think of some positive statements about the bullied pupil, which can be repeated to that pupil when he/she enters the group.

You then fetch the bullied pupil.. make sure that the seating is such that the bullied pupil can walk directly to their seat without having to walk through the midst of the group. It is often best to have the bullied pupil next to the teacher.

Remind the pupils how successful they have been in improving the situation. Ask them to suggest ways that this change can continue.

Ask the pupils what they will do if the bullying starts again. Introduce the concept of tolerance and of living together without strife. It is not necessary that they be friends.

Appendix 2

Support Group Approach

In cases of bullying, a Support Group may be formed. This group will work with an adult to find a solution to the problem.

The Support Group approach to improving behaviour is used in suspected cases of bullying. Also known as the 'No Blame Approach', the Support Group strategy aims to keep the victim safe from continued bullying behaviour, and change the behaviour of the young person who has been 'bullying'.

The Support Group Approach - 7 Step Guide

1) Interview the Victim

- Do not discuss specific incidents
- Ask the victim how they are feeling
- Ask what impact bullying is having
- Ask who is involved
- State you wish to inform these people the impact they are having
- Ask if there is any information they do not wish you to pass on
- Explain what you will say to the group
- Ask if the victim would like to draw / write how they feel (eg poem)

2) Convene a Support Group Meeting

- All people involved in the incident whether the 'bully', those encouraging the bully, by-standers, those defending victim, to be present.
- Other persons invited to include friends of the victim and peers who can add positively to the meeting.
- Ensure this group is a 'positive' group.

3) Explain the Problem

- 'I have a problem'
- Avoid 'you' language
- Describe the feelings of the victim
- Share pictures / poems / writing they have produced
- Do not seek to blame or punish the 'bully'
- Ask help to find a solution to your problem

4) No punishment

- No one is punished, and punishment is not even discussed

5) What we can do

- Children to talk individually using 'I' language, eg 'I could ...'

6) Leave it up to them!

- Label young people positively
- State that you knew they could be trusted, relied upon etc

7) Evaluate progress

- Evaluate approximately one week after initial meeting
- Meet pupils individually, meeting victim last, to gauge success
- If limited success, alter group structure and repeat process

[N.B. - Where a child seems to be exhibiting bullying type behaviours to a range of different children making it unworkable to convene all the necessary Support Groups, stages in this behaviour policy will be followed.]

Involving parents in the process:

Whenever a Support Group is convened both the parents of the child who feels he/she is being bullied and the parents of the child who is alleged to have demonstrated bullying behaviour, will be informed.

Though the incident will have been discussed, the parents of the child allegedly demonstrating bullying behaviour will be advised to allow the school to handle the situation through the Support Group rather than raising their behaviour at home. This is to allow the child an opportunity to work through the 'no blame' process themselves, considering their own actions and hopefully changing their behaviour as a result, if necessary.

A few days after the Support Group have met and worked together, parents will be kept informed of the progress which has been made.

In cases where a child has demonstrated bullying behaviour and continues to do so, even after a Support Group has been convened, parents will be notified and alternative action will be taken. The action to be taken will be agreed with the child's parents, the class teacher, the Key Stage Leader and possibly the Head or Special Needs Co-ordinator following the processes and stages within this behaviour policy.

Resources.

Plays

'Only Playing Miss.' (Neti Neti Theatre Company.) Casdagli P. & Gobey F. Trentham Books. There is also a video of this play.

'The Terrible Fate of Humpty Dumpty.' Macmillan Education.

Fiction

'Willy the Wimp' Broome A. Methuen London.

'The Eighteenth Emergency.' (1988) Bryars B. Puffin Books London.

'The Willow Street Kids: I's your right to be safe.' Elliot M. (1986) Picolo/Andrew Deutch.

'The Diddakoi,' Godden R. Puffin Books.

'This School is Driving Me Crazy,' Heutoff N. Pan Books

'Gowie Corby Plays Chicken,' Kemp G. (1988) Puffin Books.

'Gaffer Samson's Luck,' Walsh J.P. (1987) Puffin Books.

'Nine O'Clock Bell,' - Poems about school - Wilson R. Puffin Books.

'The Heartstone Odyssey,' Chandra's Story. (1988) Kumar A. Allied Mouse Ltd, 1st Floor, Longden Court, Spring Gardens, Buxton, Derbyshire SK17 6BZ.

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- Action Against Bullying. Margaret Johnstone, Pamela Munn & Lynn Edwards. The Scottish Education Department.
- Bullying - The Child's View. Jean Fontaine. Calouste Gulbenkian Foundation.
- Bullying - A Positive Response. Delwyn Tattum & Graham Herbert. SGIHE Learning Resources Centre.
- Preventing Bullying and How to Fight it. Kidscape. Andrew Mellor. The Scottish Council for Research in Education.
- Bullying - Don't Suffer in Silence. The Department for Education.
- Tackling Bullying in Your School. Sonia Sharpe & Peter K. Smith. Routledge.