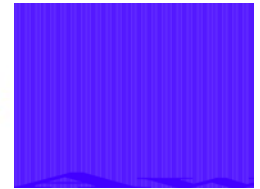




Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY



BENTON PARK SCHOOL TECHNOLOGY COLLEGE

ANTI BULLYING POLICY

July 2010



**Member of staff responsible:
Mr Chris Donohue, Assistant Head Community**

Value Statement

The school regards bullying as unacceptable, inappropriate, anti-social behaviour. This school is committed to creating a safe environment where young people can learn and develop their skills and talents. The school endeavours to create an environment in which students can talk about their worries, confident an adult will offer help. We will make it clear to students, staff, parents and governors that when bullying happens we will work as a community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

1. Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

2. Objectives

- To ensure all parents and pupils have had the opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip staff with the skills necessary to deal with bullying.
- To involve the wider school community (eg midday supervisors) in dealing effectively with, and if necessary, referring bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher/form tutor in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and, where appropriate, shared with relevant organisations.

3. Specific Targets

Our school targets for 2010/2011 are as follows:

- To ensure governors, parents, pupils, teaching and support staff are aware of the policy
- To ensure all staff follow the policy guidelines for dealing with incidents.
- To ensure all incidents of bullying are dealt with effectively

4. Code of Conduct (with regard to school behaviour and relationships within the school community)

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every student and other colleagues within the school community as individuals
- be aware of vulnerable students
- criticise the behaviour rather than the student
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of students
- never give students ammunition to use against each other
- actively seek to develop the praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop the praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour.

5. Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

PREVENTION

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness and support victims and bullies including:

1. Having a Pupils' charter (Appendix 1)

2. Peer Counselling

3. Peer Mediation

4. Buddy Systems

5. Use of the Curriculum

Reference in schemes of work to bullying wherever relevant. This will maintain the anti-bullying strategy in the day-to-day life of the school. The content of some subjects might provide opportunities for reference to bullying, in others the processes used /encouraged in discussions, group work, co-operative learning and will allow the teaching and illustration of points in the policy.

6.Awareness raising, to bring about change will include some or all of the following as deemed appropriate:

- ◆ PSHE modules in all years
- ◆ Assemblies in all years to address bullying
- ◆ Drama activities presented by pupils and visitors
- ◆ Art, sculpture and photographic displays

7.Safe areas

The school will provide safe play areas or rooms e.g. SSC for those who feel threatened at break and lunch times. In conjunction with this the staff will patrol the school site at break and lunchtimes. There will also be a staff presence on the playground and at the school gates at the beginning and end of the day.

8. Reporting Procedures

The school will have periodic and anonymous consultations with pupils in order to determine the extent of bullying, when where and by whom.

Confidential and anonymous means will be provided for pupils to inform the school of bullying.

Forms will be available to staff for the reporting of suspected bullying (Appendix 3)

11. Staff

All staff, but especially form teachers, will be encouraged to make themselves aware of the social relationships within their groups and to make opportunities to talk with and listen to pupils. All staff, but particularly form tutors, should be aware of the signs of bullying

REACTION

A satisfactory preventative programme should reduce the frequency of bullying in the school but it will not eliminate it. In fact, as pupils feel safe to talk about bullying, they will be more likely to report incidents to staff expecting helpful intervention. This may mean an increase in the number of times that staff are asked to respond, even though there is less bullying. All alleged bullying will be investigated.

The aim of intervention once bullying is reported and confirmed will be to:

- make the victim feel safe
- encourage better behaviour from the bully, colluders, observers

They will be dealt with using one or more of the following broad approaches. In some cases, one or more may be necessary.

1. Behaviour Changing Approach

The main aim of which will be to take the heat out of the situation, keep the victim safe and stop the bullying. Usually the most effective approach when dealing with a true case of bullying, as outlined in definitions of bullying within this document rather than a conflict situation. In cases of true bullying the victim just wants bullying to stop, there is a desire to feel safe and for perpetrators to know how badly they are making them feel. As no one will be punished or shamed, it often overcomes the fear of the victim that they will suffer further bullying as retribution on the part of the bully or their friends, either inside or outside school. In conflict situations where one side is starting to get the upper hand, there is usually a desire on the part of the alleged victim for retribution and punishments to be handed out, hence redressing the balance in their eyes. This approach is not about preaching, laying down the law, or retribution, it is about making the victim feel safe and challenging and changing the bullies' behaviour through support and counselling.

2. Disciplinary approach

Involves taking the bully through the school's discipline procedure and may, in worst-case scenarios, involve fixed term or permanent exclusion. Most effective with pupils who persist with bullying despite approach (1) being tried and retried. Will do little to change the bully's attitudes or those of their friends/allies or keep the victim safe outside of school. However, may be only course of action if to keep victim safe in school. Will involve the collection and collating of the facts, dates, times, witness statements etc.

Procedures to follow if bullying is alleged (The procedures will be carried out by designated staff)

- a) Listen to the person making the allegation, make a decision as to whether bullying is occurring based on definitions in this document.

How do we filter out true bullying from fall-outs, teasing, conflicts, and fights? This can be very difficult, but in cases of true bullying the victim will be experiencing considerable pain, hurt and upset and their primary desire will be for the bullying to stop rather than for retribution.

Unacceptable behaviour, which is not bullying, should be addressed through the school's discipline procedures.

- b) If bullying suspected, ask victim for their feelings. Get them to record their feelings in some form. Obtain a list of those involved in the bullying i.e. bullies, colluders/observers plus a list of friends and possible allies.
- c) Outline all ways school will use to keep victim safe from further abuse.
- d) Obtain victim's permission to speak to bullies, colluders, friends and allies about how they are feeling. Ask them if there is any part of their account they do not want the bully etc to know. It may be appropriate to ask about parental/external agency involvement at this time.
- e) Speak to bully, colluders, friends, preferably together. Victim not invited to the meeting/meetings. During meeting explain how the victim is feeling. Make bully/colluders realise how badly they are making the victim feel.

Elicit through brainstorming some solutions, workable ideas to reduce bullying and make victim feel safe.

- f) Note ideas and have them agreed upon.
- g) Inform everybody concerned that the situation will be monitored.
- h) Arrange a review date; this should be within one week of the initial meeting.
- j) Staff to be informed and asked to keep a watch on the situation.
- k) At review meeting praise all positive changes and or outcomes, discuss how to resolve any difficulties.
- l) Arrange future meeting as thought necessary.
- m) Staff to be informed and asked to keep a watch on the situation.
- k) Record all information in the bullying log.

If the above approach fails to change the bully's behaviour then the disciplinary approach should be adopted.

MONITORING AND EVALUATION

We will review, monitor and evaluate our anti-bullying policy by a variety of means including:

- Questionnaires to pupils, staff and parents
- Bullying Log details
- Parent/carer contacts to school and governors
- Ofsted Inspections
- School Performance Management will monitor CPD uptake in this area
- Number of reported incidents
- Outcome of reported incidents

Also refer to the following policies:

1. PSCHE Policy
2. Confidentiality Policy
3. Behaviour and Discipline Policy
4. Sex and Relationship Education Policy

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APPENDICES

1. Pupil Charter
2. Definitions
3. Report Sheet
4. Guidance for parents
5. Contacts

APPENDIX 1

PUPIL CHARTER

Pupils recognise each individual's right to:

- Be physically safe.
- Keep their possessions and money.
- Be free of insult, derogatory terms and teasing.
- Be able to associate with other young people for companionship and friendship.

They realise they have a responsibility for:

- The physical and mental safety of others within the school, this includes students and staff.
- Security of everyone's personal possessions and money.
- Including all pupils in social and learning activities.

APPENDIX 2

DEFINITIONS

Bullying: aggressive or insulting behaviour by an individual or group, directed at individuals who are not able to defend themselves; it is repeated over a period of time with the intention of causing distress to the victim and provide gain or gratification for the perpetrators. Bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem, and sometimes convince the victim that they are at fault.

Bully: a person or group behaving in a way that might meet needs for excitement, status, material gain, or group process, and does not recognise or meet the needs and rights of the other people/person, that is/are being harmed by the behaviour.

Victim: a person (or group) that is harmed by the behaviour of others. Victims do not have the resources, status, skill, or ability to counteract or stop the harmful behaviour.

Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse e.g. hitting, pushing, pinching or kicking
- having personal possessions taken e.g. bag or mobile phone
- receiving abusive text messages or emails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin

Specific Examples of Bullying

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play

Macpherson report 1999

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance

SEN or disability – these pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels

The need for adult sensitivity should be taken into account in a number of instances e.g. when grouping children, marking children's work, sharing of results and assessment arrangements, as well as an awareness of appropriate language being used when addressing pupils.

Mobile phone/internet bullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous sources.

APPENDIX 3a

STAFF BULLYING INCIDENT SHEET

**To be used when a pupil reports they have been bullied
(Pass sheet to Learning Leader)**

Staff name Date
.....

Name of pupil
.....
(Making accusation/victim) (Reported for bullying)

Form/set

Type of bullying (use code)

Comments if necessary

Action taken (use code)

Outcome of action (use code)

Type of bullying
G = gender *S* = sexual (ity)
Re = religious *H* = homophobic
N = name calling *R* = racist
P = physical
O = other (please comment)

Action taken:
CV = counselling victim
CB = counselling bully
WB = warning given re future conduct to pupil
 Accused of bullying
D = disciplinary - please describe

Outcome: *R* = resolved *F* = further intervention required

Signed: Learning Leader

APPENDIX 3b

PUPIL BULLYING INCIDENT REPORT FORM

NAME:

FORM:

DATE:

WHAT HAPPENED?

WHERE DID IT HAPPEN?

WHEN DID IT HAPPEN?

WHO WAS THERE? (Witnesses)

ANY OTHER INFORMATION? (Please tell us how it made you feel and what you would like us to do!)

ACTION TAKEN BY TEACHER

APPENDIX 4

GUIDANCE FOR PARENTS

If your child has been bullied:

- calmly talk with your child about his/her experiences
- make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- reassure your child that he/she has done the right thing to tell you about the bullying
- explain to your child that should any further incidents occur, he/she should report them to a teacher immediately
- make an appointment to see your child's teacher
- explain to the teacher the problems your child is experiencing

When talking with teachers about bullying:

- try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- check with the school anti-bullying policy to see if agreed procedures are being followed
- discuss the matter with your child's Learning Leader
- if this does not help, discuss the matter with the Assistant Deputy Head Community or Deputy Head Community. If this does not help make an appointment to discuss the matter with the Headteacher
- discuss your concerns with a parent governor or other parents
- if this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happening
- if this does not help, contact the education authority.

If your child is bullying others:

- talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's Learning Leader and explain the problems your child is experiencing, as well as discussing how you can work together to stop him/her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people

If your child is experiencing any form of electronic bullying:

- ensure your child is careful whom they give their mobile phone number and email address to
- check exactly when a threatening message was sent
- where necessary, report incidents to the police

APPENDIX 5

CONTACTS

Mobile phone bullying:

www.stoptextbully.com

Childline:

Telephone number 0800 1111 (Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC:

Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

Samaritans:

Telephone number 08457 909090

www.samaritans.org

Anti Bullying Alliance:

Telephone number 020 7843 1901

www.anti-bullyingalliance.org

NCH:

The children's charity

Telephone number 020 7704 7000

www.nch.org.uk
