

The Cornelius Vermuyden School

Anti- Bullying Policy



Contents:

- Policy
- Appendix A- Procedures for pupils
- Appendix B- Procedures for staff
- Appendix C Procedures for Parents

POLICY

1. PURPOSE

The Cornelius Vermuyden School is a community which shares a common purpose. The pupils, parents, staff and governors have agreed that our School should be a safe and caring environment which allows every pupil to achieve his or her potential.

Although children are generally kind and considerate to each other, there is a need to be constantly vigilant to eliminate any instances of behaviour that is upsetting or otherwise stressful to the recipient.

This policy is closely linked to the School's Behaviour policy and its purpose is to clearly define the School's stance in relation to bullying. Also to provide a framework that enables all staff to take a fair and consistent approach when dealing with instances of bullying.

2. DEFINITION, WHAT IS BULLYING?

"Bullying is a deliberate harassment or an aggressive act which causes hurt to another. The hurt can either be physical or psychological; inflicted by one child or a group, either in person or through the use technologies, over a persistent length of time, at school".

Forms of bullying include:

- *Being hit, kicked, punched, spat at or threatened;*
- *Damaging or stealing property belonging to somebody else;*
- *Coercion in to actions contrary to the wishes to the victim/s;*
- *Intimidation;*
- *Any discrimination based on religion, race, appearance, class or disability;*
- *Sexual harassment;*
- *Homophobic Bullying;*
- *Being called names;*
- *Making a fool of someone;*
- *Teasing or sending nasty notes/emails;*
- *Spreading rumours and malicious gossip about someone, in person or on line;*
- **Cyber bullying;**
- *Other offensive comments;*

- *Watching/ supporting others 'bully'.*

What is Cyber bullying?

“The use of ICT, particularly mobile phones and the internet, deliberately to upset someone else”.

It can be an extension of face to face bullying, with technology providing the bully with another route to harass their target. However it differs in several significant ways from other kinds of bullying:-

- The invasion of home and personal space;
- The size of the audience;
- The difficulty in controlling electronically circulated images;
- Perceived anonymity.

As the method of bullying evolves through ICT so do the acts. Cyber bullying can include one of the following:-

- Unauthorised publication of personal information or images, including ‘happy slapping’;
- Exclusion or peer rejection;
- Vilification/ defamation;
- Impersonation;
- Manipulation;
- Threats and intimidation;
- Harassment or ‘cyber stalking’.
- “sexting”

It is important that pupils learn that one person’s good natured teasing may, to another person, be unkind and even cruel bullying. Pupils are taught, through the Tutor System and Personal, Social and Health Education (PSHE), to recognise the difference between teasing and bullying. They are also taught to understand that what is meant as good natured teasing may not always be received in the same way and that bullying may be unintentional.

It is not necessarily the way that behaviour is intended, but the way it is received that is important in identifying and tackling instances of bullying.

It is understood that children can both bully and be bullied at the same time. Although some children are vulnerable to bullying because of physical or social characteristics, anyone can be bullied for any reason or difference. Individuals may resort to bullying for a range of reasons and the School will seek to support the bully as well as the bullied.

What is homophobic bullying?

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay or bisexual people (LGB), or against those perceived to be LGB. It can also be targeted towards pupils who are seen to be 'different' in some other way, for example, because they may be considered shy by other pupils. In this way, a person's identity is used to abuse them and homophobic bullying can therefore be experienced by all pupils, regardless of their sexuality.

The bullying can include verbal and physical abuse by an individual or group towards an individual or group of people. It can consist of:

- Verbal abuse such as suggestive remarks, 'teasing', jokes or name-calling.
- Non-verbal abuse such as mimicry, offensive gestures, or body language.
- Ignoring or excluding someone because they are lesbian or gay, or thought to be lesbian or gay.
- Display or distribution of offensive material or graffiti.
- Threatened or actual physical abuse or attack.
- Unwanted physical contact, including sexual contact

What is racist bullying?

Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

3. STRATEGIES FOR DETECTING BULLYING

- Be vigilant, particularly in problem areas, during the lunch queues. Toilets, crowded corridors;
- Get to know your pupils, note changes in personality, attitude and behaviour; this could be the first sign of bullying.
- Monitor the use of all ICT equipment; refer to the ICT Acceptable Use Policy.

What to look out for:

- The pupil is reluctant to travel home on the school bus and insists on being collected by parents or will not walk home at the same time as other pupils. Pupils who are bullied often look for different routes to and from school;
- The pupil's possessions taken and pens and books are lost and their workbooks destroyed or the work in them defaced. School clothes may also go missing and glasses get broken;
- The pupil is continually in need of money and tells parents that she has lost the money or used it for unlikely purposes. It may have been stolen or used to purchase sweets to buy off a bully;
- The pupil does not want to go out at break or lunch times and if persuaded to, stays close to an adult supervisor;
- There are not always signs and teachers need to be aware of less obvious clues. For example a pupil may ask to sit by someone else in class, or carefully avoid contact with certain other pupils.

4. ORGANISATIONS AND ARRANGEMENTS

Roles and responsibilities

The head teacher (with the support of SLT) has overall responsibility for pupil behaviour.

Teachers and Teaching Assistants, play a major role in both establishing and managing standards of behaviour in the classroom and elsewhere on the School premises, with help and support from the Pastoral Team and members of the SLT. All members of Staff have a responsibility to support each other and to keep channels of communication open so that information regarding possible bullying is passed on to relevant Tutor and/or Pastoral Leader

as quickly as possible. This will enable a co-ordinated and consistent approach towards dealing with any problems.

The Pastoral Team play a key role in resolving problems of alleged bullying and counselling both potential victims and alleged perpetrators and they are responsible for managing the situation and co-ordinating the actions of other members of staff when tackling complaints of bullying. Any complaints of bullying received by any member of staff **must**, therefore, be referred as quickly as possible to the relevant Pastoral Leader.

Support Staff All Support staff have a responsibility to report any incidents or reports of bullying to the Pastoral team at the earliest possible opportunity.

All Staff have a responsibility to treat complaints of bullying as sensitively as possible Confidentiality should be maintained as far as is possible, particularly when the complainant may be vulnerable to reprisals.

Peer listeners/ prefects will be encouraged to talk to and support younger pupils as part of their leadership role in the School.

Also to set a good example in the way they behave towards each other. They are expected to take an active role in upholding the standards of behaviour expected by the School and to report any instances of bullying to a member of staff.

Pupils are taught to take responsibility for their own behaviour and actions and to treat one another with respect and kindness. Pupils are also taught that they have a responsibility to report any incidents of bullying to a member of staff. Such matters may be the subject of assemblies and tutor time.

Parents' responsibilities are to support the School in the implementation of the Behaviour policy.

5. PROCEDURES

Any child at the School who feels bullied, or is unhappy in any way about the way that he or she is being treated by another pupil(s), should feel able to speak to any member of the staff and be confident that their concerns will be taken seriously and treated sensitively. All pupils at the School who witness bullying must also be taught and feel confident to report their concerns to a member of staff, without fear of ridicule or reprisals. Class Teachers/ tutors play a key role in resolving problems of alleged bullying and counselling both potential victims and alleged perpetrators. Any complaints of bullying received by any members of staff must therefore be referred to the relevant Teacher(s) / Tutor(s) as quickly as possible.

The procedure at Appendix A provides a framework for pupils that they will be encouraged to follow if they are worried and need to seek help. However it is understood that every child and every situation is different, pupils may seek help in many different ways and staff must remain alert at all times to calls for help, both direct and indirect.

The procedure at Appendix B is to be followed by staff when dealing with incidents of suspected or actual bullying. For incidents of racial bullying, the incident should immediately be reported to the Assistant Head ECM and a racist incident form logged.

5a Procedures for dealing with SEND Pupils

If an SEND pupil reports that they are being bullied , then the person reporting the bullying should contact the Inclusion manager and this should be documented in the school's bullying log immediately.

All other procedures as layout in this hand book should be followed.

6. DOCUMENTATION

Any complaints of bullying, either formal or informal, should be logged by the recipient of the complaint. Other documentation should be completed in accordance with the procedure outlined in Appendix B. For incidents of racial bullying, the incident should immediately be reported to the Assistant Head ECM and a racist incident form logged.

7. MONITORING AND REVIEW

Incidents of bullying at the School will be monitored by the Assistant Head ECM and the Pastoral Leaders to identify any patterns i.e.

- Recurring complaints of bullying against a particular pupil or group of pupils.
- Evidence that a particular child is, for some reason, becoming a target for bullies.
- Particular times of the School day/week when bullying is tending to occur.
- Particular situations where bullying may be occurring.

In the event that a pattern appears to be forming, Teachers, Tutors and Pastoral Leaders will work to address the problem, both with the individuals concerned and more widely through the Tutorial system and other measures as appropriate, including involving parents. The school will undertake with the pupil, parent/guardians , Pastoral leader and Assistant Head ECM a review every two weeks to check that bullying has stop and to monitor how the pupil is coping.

All incidents of racial bullying should immediately be reported to the Assistant Head ECM and a racist incident form R1 completed any incident thereafter will follow county guidelines for monitoring and reviewing .

Procedures will be reviewed by the Assistant Head ECM, in consultation with pupils, staff, Governors and parents at least annually and updated.

8. TRAINING AND SUPPORT FOR STAFF

All staff will be made aware of the School's Behaviour and Anti-Bullying policies and procedures as part of their general induction to the School and regular updates and reinforcement will be given through INSET sessions, department/ staff meetings and other training sessions as necessary.

Instances of bullying or suspected bullying will be discussed at weekly Staff Briefings and staff will be informed, consulted and given guidance in respect of particular problems and/or general School policy.

9. GUIDANCE FOR PARENTS

Parents who have concerns will be listened to carefully and their concerns will be carefully and sensitively investigated (see Appendix B). Parents who request it will also be given copies of the School's Behaviour policy and procedures and Anti-Bullying policies and procedures, both of which will be published on the School's website.

APPENDIX

APPENDIX A

Procedure for pupils

- Tell a grown up or someone you trust; Teachers and support staff are always available.
- Peer listeners/ prefects are there to listen and will pass on information.
- Write it down if this is easier.
- It is not your fault that you are being bullied;
- Keep telling someone until they believe you. Don't give up;
- You are not alone.
- ACT NOW!

APPENDIX B

Procedures for Staff

Staff must always take a potential victim seriously and seek to offer support. All incidents of suspected bullying must be reported **immediately** to the Tutor/ Pastoral Leader of both the potential victim(s) and alleged perpetrator(s). The Tutor/ Pastoral Leader will then work in accordance with the procedures below to resolve the problem.

Opportunities should be created whereby the pupil can be encouraged to express their concerns safely and in confidence. Sufficient time should be set aside for the supporter to listen and take note.

1. Initial Strategies to use with pupils

1. All pupils involved should be spoken to, individually if necessary, and what they say should be recorded in writing.
2. The child who feels bullied should be counselled about what they can do and what they would like to happen in order to resolve the situation.
3. The perpetrator(s) should also be counselled about what they can do and would like to happen in order to resolve the situation.

4. Wherever possible, both parties should be brought together to discuss the way forward, but this must be done sensitively and carefully, as it will be very frightening for some pupils.
5. Pastoral Leaders/ Tutors should inform parents as soon as possible.

2. Reporting incidents of suspected bullying

1. The Assistant Head ECM should be informed (yellow or red information slip).
2. Colleagues should be informed at the weekly Staff Briefing/ VLE/ Confidential daily notices (or immediately if the matter is urgent/serious) and advised if the situation arose out of circumstances where everyone needs to be vigilant e.g. breaks, lunchtimes, after school and lesson time.
3. All incidents and discussions with staff and children should be recorded, in writing. For incidents of racial bullying, the incident should immediately be reported to the Assistant Head ECM and a racist incident form logged.
4. The Assistant Head ECM, Pastoral Leader, or Tutor as appropriate in each situation will involve parents and explain action taken, as soon as possible.

3. Formal Strategies / Procedures for continuing problems

In the event of ongoing or repeated problems, further action should be taken as follows:

1. The situation should be monitored closely by the Pastoral Leader/Tutor who will co-ordinate assistance of other staff as appropriate.
2. Action should be taken to ensure that the pupil involved suffers from no adverse consequences and to verify and stop any bullying.
3. If further incidents occur, the perpetrator(s) should be spoken to by the Assistant Head ECM. Every endeavour should be made to explain why bullying is wrong and to find ways to help the pupil change his/her behaviour.
4. The parents of the bullied pupil and the perpetrator will be contacted to discuss further action, which may include the sanctions/punishments outlined in the behaviour policy.
5. All incidents and discussions with staff, pupils and/or parents should be recorded, in writing.

4. Informal procedures for Staff (to be followed in all instances)

1. The behaviour of suspected victims and perpetrators should be monitored in an active and supportive way.
2. Teachers/Tutors should be informed and involved immediately.
3. Seek advice from senior members of staff/ Pastoral Leaders, if necessary.
4. Support should be given to both the victim and the bully. This may include taking action to help raise self esteem and feelings of self worth, understanding how actions affect others and learning how to co-operate.
5. The School's Behaviour policy should be reinforced through classwork and assemblies.

6. If appropriate, pupils who feel they are being bullied should be counselled by their Teacher / Tutor to help them look at their own behaviour which may, in some instances, attract or provoke bullying. In these cases, pupils may need help to develop strategies to help them to stop being a natural target and to cope with bullies effectively.

5. Staff should not:

- Ignore it;
- Play it down;
- Allow other pupils to sort it out;
- Threaten the bully with violence;
- Challenge the bully – If you want to bully someone, bully me!
- Do anything which may lead to the escalation of violence, and although this won't apply to you, if teachers want to stop bullying between pupils, they must make absolutely sure that they are not bullies themselves!

6. Complaints from parents

In the event that a complaint is received from a parent that their child is being bullied, the member of staff should respond in accordance with the School's Complaints procedure. This means that he / she should:

Listen to what the parent has to say and get as much information as possible i.e.

- Who are the children allegedly involved
- Has there been one incident or does there seem to be an ongoing problem
- What exactly has happened

Acknowledge the complaint and give assurance that the matter will be investigated as quickly, sensitively and as thoroughly as possible, in accordance with the School's Complaints Procedure. The member of staff should not be pressurised into giving an instant judgment or explanation. Once the incident has been investigated the person of contact should contact the parent to reassure them that the situation is being dealt with. Do not disclose confidential information at any time, re. Pupils/ staff/ incidents.

APPENDIX C

Parents should not:

- Ignore it;
- Play it down;
- Allow other pupils to sort it out;
- Threaten the bully with violence;

- Challenge the bully – If you want to bully someone, bully me!
- Do anything which may lead to the escalation of violence, and although this won't apply to you, if teachers want to stop bullying between pupils, they must make absolutely sure that they are not bullies themselves!
- Contact the school and your child's Pastoral Leader
- If it involves Cyber Bullying , keep the text and emails and show the school
- Remain in contact with the school
- Give the school time to resolve/dealt with the situation
- Follow the guidance of the school
- If you have any additional concerns, about the situation make sure the school knows.

Any further concerns regarding Child Protection should be directed to Mr Hibben, however, the Pastoral leader will direct concerns on behalf of the parents as well.

This policy will be reviewed to its effective implementation on an annual basis and updated as appropriate.

Compiled by: J Hibben Assistant	Review date: Sept 2013
Approved by:	Revision date 18/12/2013