

MOUNT GRACE SCHOOL
Committed to Excellence

Proposed Policy	Anti-Bullying Policy	Responsibility of	Headteacher P.Baker
Date of Ratification 2007 updated 2011	Spring Term 2011	Date of Full Review	Summer Term 2012

Preventing Bullying and Managing Bullying Incidents

This policy is the result of a review of the previous policy undertaken by staff and students, with particular thanks to the ‘Student Voice’ and it links to the school’s Behaviour, Single Equality Policy and Dealing with Racial Incidents Policies.

We use the DCSF (Safe to learn guidance. Page 11, 2007) definition of bullying as’

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

1. Statement of Aims (compiled from students work in P.S.E).

We know that bullying is a serious issue in society. We want Mount Grace to be a school:

- to which students can come with confidence
- in which students know they will be listened to and have their problems taken seriously and acted on
- in which fear, ridicule, sarcasm, humiliation, abuse and violence have no place
- in which people are treated with respect and in which human rights are recognised and actively promoted
- in which victims of bullying know there are procedures and people there to help them
- in which the behaviours which are “bullying” are not tolerated but in which the people involved get the help and support they need
- in which bullying is clearly defined and where staff and students understand what bullying is and are prepared to look and listen for it and act on it

2. WHO BULLIES?

In P.S.E. investigations it became clear that everyone had at some time behaved in a way which could be degrading or hurtful to someone else and that everyone had experienced and suffered from bullying at some point in their life. Bullying occurs in all areas of society and is something which schools have a particular responsibility to combat.

Age/gender/role in the community does not necessarily secure anyone from bullying. We recognize that:-

- Boys can be intimidated and bullied by girls
- Older students can be tormented by younger students
- Staff can feel threatened and intimidated and can be abused by students
- Students can feel humiliated, threatened and intimidated by staff

We believe that everyone in the school irrespective of gender, sexuality, age, position, race religion, ability or any other difference has the equal right to be at Mount Grace and enjoy a working atmosphere free from fear, humiliation, violence, intimidation and abuse.

3. TACKLING BULLYING IN SCHOOL : WHAT DO WE DO?

We recognise that bullying happens in every community and give considerable curriculum and pastoral time to addressing it e.g.

- a) Bullying is addressed as a planned element of the curriculum. In Drama and Citizenship lessons units of works are developed to enable students to understand what bullying is, why people bully, the impact of bullying, how bullying can be tackled. The policy was reviewed in Citizenship lessons and the work of students contributed to this document.
- b) It is addressed as a planned element of many assemblies. Students are involved in presenting assemblies on aspects of bullying and in promoting “Human Rights” and mutual respect.
- c) It is addressed in every classroom. *Class notice boards have guidance on what to do if a student is aware of bullying. It is also mentioned in the student planner. Outside agency helpline numbers are also posted in classrooms.*
- d) It is addressed in tutor time. Form tutors and sixth form mentors (for Y7) are available and active in promoting mutual respect, following up incidents and supporting those involved. Tutors will receive the results of half termly bullying surveys and follow up issues which arise.
- e) It is addressed at break / lunchtimes and after school. All staff on duty are to be vigilant; looking for, listening for and responding to concerning behaviour.
- f) It is addressed by heads of Learning, the School Counsellor and Senior Leadership Team through assemblies, casework and *counselling for bullies and victims, friendship support groups.*
- g) It is addressed at home. *We encourage parents through newsletters to talk to their children about their experiences at school and let us know of any concerns. Years 7 – 9 students tell us that their parents are the people they would prefer to talk to first.*

Parents are advised to look out for:-

- no phone calls/visits from friends
- shut away in bedroom and not socialising
- avoidance strategies, not wanting to come to school
- changes in normal, eating, sleeping and behaviour patterns
- arm cutting e.g. self mutilation
- emotional outbursts

4. Disclosure

We are pro-active in getting students to disclose incidents of bullying and give time to listening to students and parents.

- a) *We have a ‘Your concerns’ / metal box in reception, emptied daily for students and parents*
- b) *We have a ‘listening Line’ e mail route to disclose bullying*
- c) *We run form based bullying surveys to encourage students to let us know about bullying/sexist/racist incidents they have seen/heard or been involved*
- d) *We are developing a peer mentoring programme in which year 10 and 12 students are trained to support victims and bullies.*
- e) Signed up to the DfES ‘Charter for Bullying’ (prevention) organised by the Student Voice.

5. Action

We investigate, communicate and follow up.

- a) We collect written information from victims, witnesses and those accused of bullying and endeavour to get the fullest possible picture

This can be done by Form Tutor, Assistant Heads of Learning and in very serious cases, members of the Senior Leadership Team (SLT)

All bullying incidents should be logged on school Bullying Log forms and sent to The Deputy Head responsible for overview of the system. (Mrs A Lawrence)

- b) We communicate the situation to the parents of those involved.

- c) With those involved we make decisions regarding appropriate next steps which can vary depending on circumstance:-

- secure an acknowledgement / acceptance that the behaviour being dealt with is bullying, an acceptance of responsibility and an undertaking that the behaviour will not be repeated, in the form of a written contact if required. E.g. target setting, detentions, lesson exits, fixed term → permanent exclusions (see Behaviour Policy) depending on circumstances.
- We provide a mediation service.
- **Bring students together to resolve issues if possible. The strategy of ‘Restorative Justice’ (RJ) is used successfully by fully trained staff.**

Mount Grace has used the ‘no blame’ initial response to non-criminal bullying incidents with considerable success to reassure victims and as a positive route for tackling the bullying behaviour of the perpetrator.

In difficult cases the Police Crime Reduction Officer may be called to deliver RJ sessions.

- d) We work to rebuild relationships if possible and monitor the victim and bully in the follow up period. The School Counsellor and Pastoral Team are involved in this process. The Pastoral Team and Counsellor run follow up therapy sessions for victims and bullies.

- e) Where bullying is repeated despite undertakings to stop it or where bullying involves criminal behaviour the sanctions outlined in the Behaviour Policy will be used. Despite all attempts to be an inclusive school it is, very rarely and regrettably necessary, for the safety of students / staff to exclude a student or students for persistent, malicious and violent bullying.

- f) Action flow chart:-

- bullying incident experienced / observed



- reported by victim / witness / friend to a member of staff or noted in the bullying box

Information on the report must cover who was involved, when, where and what was observed and the names of any witnesses.



- Parents contacted to inform them of the incident and investigation

- Investigation by Head of learning / assistant HoL /

To include meeting records / statements from victim(s), perpetrator(s) and witnesses

Parents contacted to inform them of progress with the investigation / outcomes.

- Organize follow up



For the victim



For the perpetrator

For the victim: whichever are necessary and desired:-

- care / support / mediation
- restorative justice
- written undertakings
- referral to the counsellor / assertiveness training
- buddy support, circle of friends, peer listening
- peer mentoring
- seating plan / form/ group changes

For the perpetrator:- as appropriate

- acknowledgement / acceptance of the behaviour as bullying and unacceptable
- written undertaking
- restorative justice session
- Punishment as per Behaviour Policy if restorative justice is not appropriate(detention, internal isolation, fixed term / permanent exclusion)
- referral to the counsellor
- circle of friends / buddy / peer support / mentoring
- peer mentoring
- seating plan / form/ group changes
- ongoing monitoring



- g) Heads of Learning will keep a bullying log of all incidents to pass on to the Deputy Head (Mrs. Lawrence). The log will consist of the completed cover sheet with the initial incident report, all information / statements gathered, copies of any letters sent home.

6. Monitoring the Bullying Policy

- a. The school maintains a Bullying Log kept by the Deputy Head (*Mrs Lawrence*)
All bullying incidents must be logged on a school Bullying Log form and sent to the Deputy Head (*Mrs Lawrence*) as requested at the end of each term.
- b. The Deputy head (Mrs. Lawrence) will complete the termly bullying return to the LEA
- c. The Deputy Head (Mrs Lawrence) will conduct **annual** reviews of the log monitoring:-
- Number of incidents
 - Number of incidents relating to particular year
/gender/ ethnic groups
 - Comparisons year on year

This will go to Senior Leadership Team and Governors Human Resources Committee.

- d. The Deputy Head (Mrs. Lawrence) will organise an annual survey to establish student perceptions of bullying and how well the school is seen by students .
- e. Parents will be surveyed at each parents' evening to establish parental perception of how well the school is preventing / dealing with bullying.

The surveys and monitoring will feed into a review of the Bullying Policy every Summer Term.

Appendix 1: taken from student surveys and activities in Citizenship lessons.
Students agreed that:-

1. Bullying Makes People Feel:-

- Uncomfortable
- Stupid
- Useless
- Paranoid
- Scared
- Hurt
- Worthless
- Everyone is against them
- Unable to trust
- Unhappy
- Sad
- Isolated
- Lonely
- Self-conscious
- Abnormal
- Abused
- Ill
- Inadequate

2. What to do!

If you are being bullied:-

- 1) **Tell...**
- Parents
 - Form Tutor, Heads of Learning, School Counsellor
 - A friend or Mentor
 - Put a note in the 'Your concerns' (metal) box in reception
 - Use the 'Listening Line' to e mail your concerns
 - Talk to y11-13 PALS (Pupils as Listeners)

All staff and students have a responsibility to each other to:-

2) Look and Listen

Be aware of what is going on.

Allow no abusive, racist, sexist, bullying comments and behaviour to go unchallenged.

- a) Establish what is happening
- b) Affirm what you saw/heard with those involved
- c) Make the school's position clear
- d) Report and pass on the incident report to the Year Head.
This should be on a school incident report and outline those involved, when, where and what happened.

Bullying is:-

- behaviour which is cruel, degrading and hurtful
- behaviour which, over time, causes people to lose confidence and self-respect.

It can take many different forms. These have been outlined by students:-

Verbal Bullying

- Threats
- Rumour spreading
- ‘Cussing’/insulting families
- ‘Slagging off’/abusive and insulting comments
- Repeated personal comments
- Nicknames
- Taunts/teasing
- Picking on people
- Sexist and racist comments
- **MSN / Texting**

Emotional Bullying

- Isolating someone
- Breaking up friendships
- Insults
- Homophobic

Other

- Blackmail
- Extortion
- Theft
- Interfering with/damaging property

Physical Bullying

- Practical jokes
- Hitting, kicking, prodding, poking, slapping, punching, tripping, hair pulling = **Physical**

Contact

- Spitting
- Picking on people

Psychological

- Threats inducing fear
- Intimidation
- Harassment

This list is not intended to be exhaustive but contains the behaviours students most commonly regard as **‘Bullying’**.