

Definition of Bullying:

‘Behaviour by an individual or group usually repeated over time that intentionally hurts an individual or group either physical, emotionally or both. Bullying can take on many different forms, either physical, psychological, verbal or indirect methods which include cyber bullying, and motivation to bully can come from racial ideas, religion, individual differences, cultural, sexual and sexist concepts, bullying due to a persons special educational needs and disability’

Bullying can take different forms, but the three main types are:

PHYSICAL	Hitting, kicking, taking or hiding belongings including money.
VERBAL	Name-calling, teasing, insulting, writing unkind notes.
INDIRECT	Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.

All of the above methods of buying have a **PSYCHOLOGICAL** effect on the victim.

Racist Bullying – this refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Bullying related to sexual orientation/gender – this refers to the hurtful behaviour both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their sexual orientation (especially those who are lesbian, gay or bisexual – homophobic bullying), or their gender.

Cyber bullying – this can be defined as the use of information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

SEN or disability related bullying – when an individual or group uses someone’s individual characteristics such as their intelligence, their learning ability or their disability to cause harm and upset.

Our commitment

is to provide a caring, friendly and safe environment for pupils so they can learn in a relaxed and secure atmosphere, in which pupils and parents feel that they can report incidents bullying confident that they will be dealt with in an appropriate manner. Pupils are expected to report bullying incidents to a teacher and parents should let the school know immediately if they believe their child is being bullied. This policy is designed to cover all aspects of our provision, including Nursery, After School Care and Holiday club.

The Aims of the Policy

1. To enable pupils to understand clearly what constitutes bullying throughout the curriculum and day to day life at school by raising awareness.
2. To enable pupils to understand that bullying, whether it is physical, verbal or indirect will not be tolerated by the whole school community.
3. To enable parents to feel confident that bullying will be firmly dealt with by the school.
4. To promote a non-violent ethos in the school.
5. To raise staff awareness of the presence of bullying.
6. To establish guidelines for action where bullying is evident.
7. To ensure that all pupils feel it is 'safe to learn' in our environment.

By considering our school Motto 'Treat others as you would like to be treated' and the importance of our four key values, we expect pupils and staff to have a clear understanding of the effects of bullying on the individual. Although bullying is not a specific criminal offence, there are criminal laws that apply to harassment and threatening behaviour.

The Principals direct the Heads within Claires Court Schools to ensure that measures on behaviour and discipline form part of each section's codes of conduct and behaviour management arrangements.

PROCEDURES

Raising Awareness of Bullying

- Application of School Values throughout the divisions of the school.
- Through the curriculum, PSHCE lessons, Assemblies, work with Form Tutors and School Council, Code of Conduct and our Rules and Expectations documents, together with explicit engagement with Anti- Bullying Alliance initiatives such as the Autumn Ant-Bullying week.
- Staff training and communication with other schools to share strategies and experiences.
- Peer training and mentoring.
- It should be noted that bullying is not only pupil-centred – staff can also be bullied - by other staff, parents or pupils. New staff are engaged with a mentor and are made aware who they can express their concerns to if the need arises, talk to their line-manager or headteacher, the schools personnel officer or they can contact the school's independent Counselling service. All other staff are made aware of the support available to them.

Engaging bullying issues/pro-social behaviour into the curriculum/pastoral work

Every subject in the curriculum has a responsibility to promote pro-social behaviour in lesson, and themes such as teamwork (Sport, Sciences), parables and moral tales (R.S and Assemblies), and actual concepts of community citizenship (PSHCE and Geography) are just few examples of how this can be achieved.

The focus of all such work must direct all to be open in dealing with bullying, so that if a pupil is being bullied they must tell someone. We advise the pupils to tell their form tutor or Head of Year/Section. However, we also urge pupils to tell a prefect, a friend or any subject teacher if they feel more comfortable doing so. We work vigorously to ensure that friends help the victim and act as a support when it comes to informing details of the bullying. We also advise pupils to tell their parents if they feel comfortable in doing so.

Following a report of Bullying

- If a member of staff believes that bullying is taking place, they should allow the victim to talk whilst reassuring the pupil that the school will deal with it sensitively but firmly.
- The member of staff must refer any incidents of bullying in writing to the Form Tutor using 'Communication Notes', a copy to be lodged with the School secretary.
- The Form Tutor liaises with Assistant Head and decides on action to be taken.
 - Talks with victim.
 - Asks victim to write down their version of events.
 - Calms feeling.
 - Talks with alleged bully.
 - Informs the parents of both parties.
 - Tries to resolve the problem through counselling.
 - If allegation is proven and serious, Assistant Head may take disciplinary action.
 - Can provide support for the victim via their Form Tutor, peer mentoring or external agencies.
 - Assistant Head liaises with Form Tutor to monitor the situation, checking that further bullying is not occurring.
 - Assistant Head records incident and action taken.

Guidance on advice to victim and protagonist

- To the victim
- revenge is not appropriate.
 - involving other pupils, friends may not help.
 - report future fears, incidents to an appropriate adult.
 - reconciliation or avoidance should be considered.

To the protagonist - behaviour is unacceptable.
- is recognised as designed to cause distress.
- serious sanctions may follow.
- reconciliation or avoidance should be considered.

To the parents - do keep the school and staff informed by asking their child to tell the teacher or inform the school as soon as possible.
- reassure that the school does its best to resolve all cases.
- parents who are made aware that their child is bullying other children are asked to explain that what he/she is doing is wrong and makes other children unhappy.

Sanctions

- Parents informed.
- Pupil withdrawn from social contact at lunch/break times.
- Detention.
- Report
- Exclusion from lessons.
- Temporary exclusion.
- Permanent exclusion.

The school will endeavour to maintain counselling even when sanctions have been applied. If the school feels that a pattern has emerged with an individual who is being bullied, or someone is bullying, the school will act quickly and sensitively to ensure that this is dealt with.

Who is responsible for implementing the policy?

The Head, Senior Management Team and staff.

When is the policy implemented?

Whenever the school is responsible for the conduct and welfare of its pupils.

Monitoring and Success Criteria

Number of reported incidents, Response to questionnaires, both parental and pupil

This policy has been formulated using the following:

DCSF Safe to Learn – Embedding anti-bullying work in schools

And is supported through use of a range of materials from Anti-Bullying Alliance,

and a range of materials provided by Margaret Goldthorpe (Stay cool in School)

PSHE Texts from Senior Schools.

JTW Amended October 2010