

<p style="text-align: center;">Laurence Jackson School ANTI-BULLYING POLICY DOCUMENT</p>

Reviewed: Summer 2011

Next Review: Summer 2013

AIMS

- To reduce significantly incidents of bullying that involve children.
- To encourage children and adults to show respect and consideration for others.
- To ensure incidents of bullying are dealt with effectively.
- To ensure that all members of the school community (staff, students, parents) are aware of and apply the school anti-bullying policy.
- To involve all members of the school community in the policy review process.
- To work as a whole school to reduce bullying incidents and raise anti bullying awareness.

DEFINITION OF BULLYING

If an anti-bullying policy is to work, it is essential that there is an understanding on the definition of bullying.

BULLYING IS:

- Deliberately hurtful behaviour
- Often repeated over a period of time
- Difficult for those being bullied to defend themselves

The three main types are:

Physical

- Hitting
- Kicking
- Taking belongings
- Destroying belongings

Verbal

- Name-calling
- Insulting
- Racist remarks

Indirect

- Spreading nasty stories about someone
- Excluding someone from social groups

The abuse or unjust use of power

Bullying is a form of aggressive behaviour, deliberately hurting or harming another person. There is a wide measure of agreement that the distinguishing feature of bullying is that there is an imbalance of power between the individuals involved so that it is difficult for the victims of the bullying to defend themselves.

A more dominant individual abuses the power he or she has over a less dominant individual. In this sense bullying is an unjust use of power. The victim of the bullying lacks the strength or skills to resist the bullying.

It is the unfairness of bullying that is the key feature. One individual abuses the power he or she has over another individual.

THE FORMS THAT BULLYING TAKES

Bullying can take many forms and has been categorised in many different ways.

VERBAL BULLYING

This includes name-calling, parodying speech or accent, teasing, taunting, making offensive or insulting remarks, and making verbal threats.

PHYSICAL BULLYING

This includes threatening gestures, pushing, prodding, hitting, kicking, taking possessions that belong to the victim and forcing other people to do something they do not want to do.

SOCIAL BULLYING

This is bullying that is intended to harm a person's relationships with others and includes spreading rumours about the victim and excluding the victim from the group.

MOBILE PHONE/EMAIL AND INTERNET BULLYING (See E-Safety Policy with further details)

New forms of bullying are emerging as technology develops. These new forms of bullying include harassing or threatening text messages or emails, the setting up of hate websites, harassment in chat rooms or on internet notice boards and photographing or videoing a physical attack and distributing the pictures through phones, emails or the internet.

BULLYING OF SPECIFIC GROUPS

Bullying is totally unacceptable whoever is involved. Bullying can occur when any difference may be perceived by the bully as a weakness or a reason to isolate and bully. In this way, any child or young person may be at risk of being bullied, for example perceived social class, accent, hair colour, or not conforming to social stereotypes such as gender.

There is evidence, however, that particular groups of children are especially vulnerable to being bullied.

Racist bullying, religious bullying, sexual bullying, bullying of individuals who have a disability or Special Educational Needs, young carers and children who are in public care are of particular concern.

It is in relation to these forms of bullying that the link between bullying and an individual's Human Rights is especially pertinent.

1. RACIST BULLYING

Racist bullying is the targeting of an individual because they are of a particular ethnic origin. A message is being conveyed to all members of that group.

There is a history of black and minority ethnic communities, including Asylum Seekers, Refugees and Travellers facing discrimination in all areas of their lives. The discrimination has tended to be on the grounds of colour, race, religion or national origins.

The bullying may take a variety of forms:

- Racist name-calling, racist jokes, offensive mimicry
- Physical assault because of colour and/or ethnicity
- Wearing provocative badges or insignia
- Showing/talking about racist literature
- Writing racist graffiti
- Socially excluding the victim
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Ridicule of individual for cultural difference eg food, music, dress etc
- Refusal to co-operate with other people because of their ethnic origins.

Laurence Jackson School will ensure that the Borough Council's Policy on Race Equality recording and monitoring arrangements are followed.

2. RELIGIOUS BULLYING

Although a significant amount of religious bullying is associated with other discriminatory behaviour such as racism, it is not confined to inter-ethnic conflicts. Some forms of religious bullying can occur within the same ethnic group, religion can be used as a focus for bullying behaviour.

Religious bullying can occur:

- Against individuals on the basis of their perceived affiliations or spiritual beliefs eg an individual being picked on because of being Muslim.
- Between members of different religious groups eg as in sectarian violence as has occurred between Protestant and Catholic groups in Northern Ireland.
- Within single religious groups where individuals may be subject to coercive behaviour such as discouraging them from associating with members of other faiths or religious groups.

3. SEXUAL BULLYING

It is girls who are most often subjected to sexual bullying.

The bullying may take the form of:

- Abusive name-calling
- Comments about looks or appearance
- Inappropriate and uninvited touching
- Sexual innuendo
- Showing material of sexual nature, intending to cause upset
- Sending text messages of a sexual nature, intending to cause upset

4. SEXUAL ORIENTATION

Homophobia is an irrational hatred of individuals who are lesbian, gay, bisexual or transgender.

The DfES Guidelines on Bullying state “Pupils do not necessarily have to be lesbian, gay or bi-sexual to experience such bullying. Just being different is enough”.

Research carried out locally has indicated that bullying is a common occurrence in schools. There is also evidence that schools are reluctant to tackle this form of bullying. A survey carried out of 300 secondary schools in London found that nearly all the schools had an Anti-Bullying Policy but that only 6% made reference to homophobic bullying.

5. DISABILITY AND SPECIAL EDUCATIONAL NEEDS (SEN)

The inclusion of pupils with a disability and/or special educational needs in mainstream settings or specialist provisions requires careful consideration – all aspects of their vulnerability and individual needs should be taken into account to ensure there is not an increased risk of bullying.

6. LOOKED AFTER CHILDREN

There is evidence that bullying is a common occurrence in many Children’s Homes and that bullying is part and parcel of the children’s lives when at school.

Services that do not tackle bullying based on race, gender, sexual orientation or disability may be found to have contravened the Human Rights Act 1998 in that they are acting in a way that is incompatible with the European Convention rights.

Anti-bullying policies or declarations developed by services that work with children should make explicit reference to all these forms of bullying.

ACTION TO BE TAKEN WHEN BULLYING DETECTED

DETECTING BULLYING

- Cuts, bruises or aches and pains, which are not adequately explained.
- Clothes or possessions are damaged or lost.
- The child requests extra money or starts stealing.
- The child starts going to or returning from school at an earlier or later time or starts using a different route.
- The child starts refusing to go outside at break times or refuses to stay at school for school dinners.
- The child requests to change classes, options or school.
- Reluctance or refusal to attend school.
- The child’s behaviour may become immature, ie the child reverts to a previous behaviour such as thumb-sucking or tantrum behaviour.
- The child may become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative.
- The ability to concentrate and school performance may deteriorate.
- There may be sleep or appetite problems.

ACTIONS TO BE TAKEN WHEN INCIDENT OF BULLYING REPORTED

The school will seek to control, as well as prevent bullying. Issues of out of lesson bullying will be handled by the respective Student Managers who will co-ordinate an immediate but appropriate response – consequences and support/guidance for the bully and support and counselling for the victim. Bullying identified as taking place in lesson time will, initially be dealt with by the Classroom Teacher in negotiation with the Subject Leader, Faculty Leader, Form Tutor and Year Leader. The following procedures will apply:

OUT OF LESSON BULLYING

- The Student Manager will interview the victim, the bully and any witnesses. This may be a lengthy process especially if groups of children are involved.
- Those involved will be asked to provide written accounts of the events under investigation.
- Parents/Carers will be informed and encouraged to be involved in the process. Bullying is a complex problem which the school alone cannot handle.
- A written report will be compiled by the Student Manager and submitted for discussion with SLT (Student Services). Action taken is recorded in the student's file.
- All communications must be retained in order that the school can undertake effective monitoring of patterns of bullying/behaviour.
- All bullying incidents will be recorded and specific strategies put in place for the individual(s) involved.

IN LESSON BULLYING

- Initial enquiries will be made within the subject area, by the classroom teacher. The SL/FL will interview the victim, the bully and any witnesses.
- Those involved will be asked to provide written accounts of the events under investigation.
- Information gathered will be passed to the Year Leader to co-ordinate course of action.

ACTION TO BE TAKEN WITH STUDENTS INVOLVED IN BULLYING INCIDENT

Appropriate follow up action will be taken by the school. Each case will be treated individually and action taken will be appropriate to the individuals concerned and the specific circumstances.

Parents/Carers will be kept informed and involved at all stages. The situation will be monitored over a given period of time to ensure strategies put in place have been successful. Further action will be taken if necessary.

CHILDREN WHO ARE BULLIED

Strategies that may be employed

1. "Face to face" meeting (with adult support) with bully to discuss issues resulting in/contributing to bullying.
2. Information sharing with relevant members of staff ie Form Tutor, Subject Teachers, and Support Staff.
3. Change of; seating plan within individual lessons, class groups or form groups.
4. Support and regular contact with named adult in school.
5. 'Safe haven' area of school for out of lesson time.
6. Support to raise self-esteem.

7. Support of other students, promotion of peer friendship/support, involvement of relevant outside agencies.
8. Advice and support to parent/carer.

ADVICE FOR CHILDREN ON KEEPING SAFE

- Suggest that they always tell a teacher, parent or some other person they trust that they have been bullied.
- Suggest that they avoid situations and places where bullying is likely to occur.
- Suggest that they stay close to other children or adults who may provide protection.
- Suggest that trying to buy off bullies by giving them things seldom works. The bully is likely to ask for more.
- Suggest that they should be wary of fighting back. The bully is likely to win and it may well make the situation worse.
- Advise against staying off school. This is likely to make the problem worse.
- Tell them that they must not start bullying other children as a response to being bullied. All children have the right to go to school without being bullied.
- Suggest that, when possible, they should walk away from the bullying, looking as confident as they can. If they make a fuss (eg shouting) or show that they are frightened (eg crying) the bully will know they are unsure of themselves and more likely to keep on bullying.
- If the worst comes to the worst, they should do whatever the bully tells them and get away any way they can. The most important consideration is that they **'stay safe'**.

CHILDREN WHO BULLY

Strategies that may be employed

- Take action to discourage the bullying. Where possible, use sanctions that are 'a natural consequence' of the behaviour. For example, if the bullying took place at break time, ask the child to stay by a teacher or supervisor for a certain number of break times.
- Direct the disapproval at the behaviour not the child.
- Do not bully the bully. The use of strong-arm tactics will confirm the bully's belief that 'Might is Right'.
- In extreme cases, Police involvement or the initiation of exclusion or Child Protection procedures might need to be considered.
- Take steps to ensure that there is a monitoring of whether further bullying takes place.
- In addition to taking action to discourage the bullying, employ a range of measures to encourage appropriate non-bullying behaviour, either informally or using targets or contracts.
- Try to re-direct the enjoyment of exercising power over others eg encourage the bully to take on a caring or tutoring role with a younger child.
- As far as possible, curtail exposure to aggressive models and provide examples of admired people who do not bully eg a local celebrity.
- Encourage other children to disapprove of the bullying.
- Try to change the way bullies view their situation, eg bullies often perceive that their status is being challenged when this is not in fact the case.
- Break up bullying gangs by not allowing the children to sit, eat or play together.
- Develop their ability to empathise with others, eg provide clear feedback on the extent of the distress their behaviour has caused.
- Give reasons for the actions you take.

CHILDREN WHO BULLY AND ARE BULLIED

Some children both bully children and are themselves bullied. The characteristics of these children are similar to those of the small number of 'provocative victims' but they are stronger and more assertive. The help offered to these children should take into account both their bullying and being bullied.

THE ROLE OF THE BYSTANDER

The presence of an audience is often a key component in bullying. The bully may be motivated by the desire to impress the 'audience'. Bystanders should be encouraged to show by their behaviour that they disapprove of the bullying, that they will take no part in it and should be encouraged to tell a teacher or other adult what has happened.

PREVENTING BULLYING

At Laurence Jackson School there will be a clear message that bullying is unacceptable behaviour. The school ethos encourages positive behaviour and consideration for others.

- The School Vision Statement – “everyone equally valued”.
- The Code of Conduct – “respect each other”.
- ‘Behaviour for learning’ policy encourages an environment where teachers can teach and students learn.

All members of the school community will take bullying seriously.

- Use of anti-bullying posters and advice around the school.
- Students encouraged to be open and honest about bullying.
- All concerns of/about bullying should be discussed with an adult in school
- Use of “worry well” as a means of raising bullying concerns.
- Students encouraged to have positive self-image.
- Positive relationships encouraged by staff and areas of conflict discussed as and when necessary.
- Adults within classrooms ensure students aware of acceptable behaviour and rules.
- Adults visible around school buildings/site during out of lesson periods ie before and after school, break times and lunch times.
- Adults take all allegations seriously and take appropriate action.
- Staff training and regular awareness raising of anti-bullying strategies.
- Form tutor group work on anti bullying strategies.
- Assemblies to raise awareness of anti bullying.
- Awareness of hot spot areas around school with close monitoring and strategies put in place.
- Involvement in anti bullying week.

REPORTING, RECORDING MONITORING AND EVALUATION

- All incidents of bullying should be reported to a member of staff.
- Correct procedures should be followed (see action taken sections).
- Paper copies of statements and action taken to be stored in students file.
- Student(s) files to be marked to identify victim and bully.
- Written records to be kept for **SEVEN YEARS**.

- Adoption of Local Authority Sentinel web based system in September 2007.
- Local authority monitoring through sentinel system.
- School based monitoring through feedback from Student Managers to identify students who are repeatedly involved as either victim or bully.
- Annual survey of students to identify student concerns perceived types of bullying, possible areas of action.
- Use of year group student councils and school council to evaluate and review effectiveness of anti-bullying policy when required 'student action group' formed to carry out student lead initiatives.
- Anti bullying policy to be reviewed every 2 years.

ANTI-BULLYING TRAINING

- All existing members of staff will receive annual 'awareness raising' of anti-bullying policy through staff training day in September of each new school year.
- New members of staff will receive training re school anti-bullying policy.
- Key adults will be given opportunity to attend relevant training and attend courses through CPD programme.
- In-house training on an annual basis.