

YSGOL GYMUNED  
**FERNDALE**  
COMMUNITY SCHOOL

**ANTI BULLYING**

**Service Delivery Governors**  
Curriculum and Pastoral Support

Autumn Term 2015

Chair of Committee signature: \_\_\_\_\_

**Review Date Autumn 2018**

## **ANTI-BULLYING POLICY**

**Bullying** (definition) - a wilful, conscious desire to hurt another or put her/him under stress. (Tattum & Lane, 1989)

It is a basic entitlement of all children and young people that they receive their education free from humiliation, oppression and abuse.

Education is compulsory, and therefore it is the responsibility of ALL adults to ensure that it takes place in an atmosphere that is caring and protective. Schools have a responsibility to create a secure and safe environment for students.

Bullying affects everyone: NOT JUST THE BULLIES AND VICTIMS. It also affects those other children who may witness violence and aggression and the distress of the victims. It may damage the atmosphere of a class and even the climate of a school.

We ask all governors, parents, teachers, non-teaching staff and students to help create an ethos that does NOT tolerate the oppression of one person by another.

## **STUDENTS COMPLAINTS PROCEDURE**

1. Do NOT hesitate to inform an adult of any type of bullying which distresses you. This need not necessarily be direct to you - you may have only witnessed it. Watching and doing nothing can suggest support for the bullying.
2. Within School, this adult may be a member of staff whom you particularly like and trust - who will then bring you to your pastoral Support Tutor. Talk with a good friend about this, they may help you to acquire the courage to do so.
3. Outside School, please tell your parents. If you have older brothers or sisters talk with them to give you the confidence to tell your parents.
4. If the bullying is a School problem your parents and the School can work together on strategies to combat this.

## **STUDENT ADVICE**

- Only accept people who do not bully others. Bullies will soon stop if they are socially excluded.
- Do not tolerate bullies in the same social group.

### **PROCEDURE IN DEALING WITH BULLIES**

1. Once a complaint is received it will be investigated thoroughly by the key stage manager and Pastoral Team and categorised as to type of bullying incident. See Bullying Incident Record Sheet attached.
2. All incidents will be recorded as follows:
  - (i) Bullying Incident Record Sheet.
  - (ii) The suspected perpetrator will record their response on the reverse side.
3. During investigation the staff member ascertains the nature, severity, frequency, motivation of the bully and numbers involved.
4. In consultation with parents, bullies will be shown that they can satisfy their needs through working with others, rather than in confrontation or in competitive ways, and be encouraged to change their behaviour to conform with the school's ethos. Heads of Year will use their counselling skills and the training techniques of Restorative Justice (see separate booklet). Intervention may also be sought from the Form Tutor, Behaviour Support Manager, Learning Support Assistants, Mentors etc., depending on nature of bullying and child involved.
5. The victim's parents should also be informed of the Plan of Action.
6. A review meeting will be scheduled to monitor the situation so that victims can be supported and bullies deterred.
7. Any repetition of bullying may involve a fixed term exclusion, and persistence may result in a permanent exclusion.

### **PROCEDURES IN DEALING WITH VICTIMS**

1. Once a complaint is received it will be investigated thoroughly by the particular Heads of Year.
- 2 Discreet, sensitive counselling with Head of Year is necessary to raise students self-esteem and give encouragement. Tell students there is nothing wrong with them and that they are not the only victim. This action may also be performed by students in a Buddy System, LSAs, Mentors, etc. **See Appendix 2 for advice for students.**
- 3 Identify the places where bullying takes place and work out a way to avoid them. If this is not possible, make sure other trusted people are about.
4. Advise students not to try and buy the bully off with sweets or presents and not give in to demands for money.
5. A review meeting will be scheduled to monitor the situation and support the student. **See Appendix 3 for guidelines on Restorative Justice.**

**The Behaviour Manager is responsible for entering the relevant monitoring information on SIMS. Bullying instances will be logged by the Behaviour Manager for consistency. See Bullying Incident Record Sheet Appendix 1 for example of gathering information. (Verbal information, email or SIMS can also be used to forward the information for logging and monitoring).**

The Behaviour Manager will also be responsible for completing the LA returns on bullying, based on the information available.

## **PROCEDURES FOR PREVENTION**

1. All staff make themselves aware of the early signs of distress in students
  - ❖ Deterioration of work
  - ❖ Serious illness
  - ❖ Isolation
  - ❖ Desire to remain with adults
  - ❖ Erratic attendance
2. All staff offer support and help by putting the School's procedures into operation.
3. All accessible areas of the school; to be patrolled at break-times and

lunch times, particularly toilets and hidden corners.

4. Parents should watch for signs of distress in their children, such as an unwillingness to attend school;
  - ❖ Pattern of headaches or stomach pains
  - ❖ Equipment missing
  - ❖ Requests for extra pocket money
  - ❖ Damaged clothing or bruising
5. Parents advised to take an active interest in the child's social life, discussing friendships, how playtime is spent and their journey to and from school.
6. Parents advised to inform the school immediately if they suspect that their child is being bullied and keep a written record of who, what, where and when, in order to provide supportive evidence.
7. With an appointed member of staff parents can devise strategies to help their child and provide support inside and outside school.
8. If the problem occurs outside school parents should also contact a solicitor and ask for a letter to be sent to the bully's parents, informing them of the legal consequences of a recurrence of such behaviour.
9. Parents are advised NOT to encourage their child to hit back as it will only make matters worse. Encourage your child to recruit friends as they will be less likely to be bullied.
10. This topic is an important part of the school's Personal, Social Curriculum particularly for Year 7 students for whom the fear of bullying is very real. They enact role-play situations so that students learn to cope better with bullies. Similarly, bullies see things from the victim's position. They discuss 'why fights start', work out who is likely to be picked on, or to be a bully, perform problem solving exercises for fictional characters, learn differences between teasing and bullying, name-calling and nicknames.

## **APPENDIX 1 Bullying Incident Record Sheet**

Date:  Time:

Teacher's name:

Complainant:  Form:

Suspected perpetrator(s):

Type of Bullying (tick relevant boxes)

<input type="checkbox"/>	Same year group	<input type="checkbox"/>	Racial harassment
<input type="checkbox"/>	Different year group	<input type="checkbox"/>	Ability harassment
<input type="checkbox"/>	Same class	<input type="checkbox"/>	Name calling
<input type="checkbox"/>	Different class	<input type="checkbox"/>	Physical bullying
<input type="checkbox"/>	Single gender harassment	<input type="checkbox"/>	By individual
<input type="checkbox"/>	Mixed gender harassment	<input type="checkbox"/>	By gang
<input type="checkbox"/>	Sexual harassment	<input type="checkbox"/>	Exclusion from group
<input type="checkbox"/>	Demands and menaces		
<input type="checkbox"/>	Other _____		

Description of incident (s)

Action taken

## APPENDIX 2 ADVICE FOR STUDENTS

Although impossible to categorise, bullies tend to have assertive, aggressive attitudes over which they exercise little control, tend to lack empathy and tend to lack guilt.

1. Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
2. Take the Incident or report seriously.
3. Take action as quickly as possible.
4. Reassure the victim (s), don't make them feel inadequate or foolish.
5. Offer concrete help, advice and support to the victim (s).
6. Make it plain to the bully that you disapprove.
7. Encourage the bully to see the victim's point of view.
8. Explain clearly the punishment and why it is being given.

Whatever action or sanction is taken, when dealing with incidents of bullying, there must be no contradiction of the Race Relations Act 1976 and the Sex Discrimination Act 1975.

### **WHAT STUDENTS CAN DO WHEN DEALING WITH THE BULLY**

The bully is someone with a low self-esteem. Happy and successful people do not need to get their kicks by putting someone else down.

Letting yourself be bullied without doing anything about it lowers your confidence and self-esteem.

#### **1. Time limit**

Set yourself a time limit. Try to handle it yourself, using the following strategies for no more than a week or two weeks. If the bullying doesn't stop then STAND UP FOR YOUR RIGHTS. Tell a teacher you trust and ask them to help you.

#### **2. Name calling and aggravation**

##### **Step one: Eye contact**

Don't play the bully's game. They are trying to make you either aggressive or embarrassed. Don't ignore it either.

Without aggression, just look the bully straight between the eyes.

Hold eye contact for 3 seconds then look away; or walk sideways and slowly.

This makes you feel better and more in control of yourself.

It's a good feeling and helps to build your confidence.

Use the BROKEN RECORD TECHNIQUE.....

If the name-calling continues, repeat just the eye contact response. If after a few attempts the name calling still continues, then, if you feel able to do it, move on to....

### **Step two: Brave confrontation**

Go to the bully first, before they call you a name again and confront them by saying, for example:

"Don't call me names, I don't like it"

Prepare a follow up line to their likely response

Bully: What are you going to do about it then?

Answer: Nothing I don't need to yet.

Or ask them

"Why do you need to call me names?"

Keep your cool, stay assertive.

### **Step 3: Consequence assertion**

Say to the bully:

"If you don't stop trying to annoy me, I will tell..."

Maybe explain

"I don't want to, but I'm not prepared to let you keep trying to put me down"

The very next time they upset you

### **Step 4: Tell**

It takes more courage to tell than not. Work out what you are going to say.

Describe exactly what happens and what you have tried to do about it.

Describe how the bully makes you feel.

Tell the teacher how you would like them to help you.

### **Physical Assault**

You need to decide whether or not the 4 steps above are possible or appropriate. You might move, for example, straight to step 4.

Successful people are doers and not the done-to.

No one has the right to hit you.

You have the right to stop this happening.

No one has the right to touch you.

### **APPENDIX 3 A way for the teacher to deal with your problem**



You could ask the teacher to meet with you and the bully together. They could just get the bully to listen to you and how their actions make you feel. The teacher could then make a contract with the bully to stop doing it. This takes a lot of courage. It doesn't involve punishing the bully and might well be the best way of stopping the bullying.

### **Short Restorative Conference Format**

#### **At the Conference Venue:**

- 1) Ensure privacy and, if possible, keep the victim and offender separate before the conference.
- 2) Meet and greet both students.
- 3) Seat victim and offenders either side of you.

#### **The Conference Format**

This is a basic conference format. The same questions are asked to each person present to ensure fairness.

#### **How to proceed**

- 1) **Introductions** - Introduce both students.
- 2) **Welcome** - Thank both students for coming and stress that both of them have agreed to come.
- 3) **State purpose of the conference** - "We are here today to focus on the incident which happened on \_\_\_\_\_ between (a) \_\_\_\_\_ and (b) \_\_\_\_\_. (a) \_\_\_\_\_ has admitted his/her part in the incident.

We are not here today to decide if (a) is a good or bad person, but that what s/he has done has caused harm. We will look into how that harm can be repaired and hopefully draw up an agreement together which will set out how things can be put right. Both of you will have the opportunity to have your say and be listened to. I will be asking you questions in turn.

- 4) **Questions to offender:**
  - a. What happened?
  - b. What were you thinking?
  - c. How did you feel?

- d. What have your thoughts been since that time?
- e. Who has been affected by your actions?

**5) Questions to victim:**

- a. What happened?
- b. What were you thinking?
- c. How did you feel?
- d. What has been the hardest thing for you?
- e. Who else has been affected by what happened?

**6) Question to offender:**

You have just heard how (VICTIM) has been affected by what you did and how what you did has caused harm. Is there anything you would like to say?

**7) Offender's response:**

**8) Question to offender:**

What can you do to put things right?

**9) Offender (offers reparation)**

*This question may be difficult for some offenders. Allow him/her time to come up with something. If the facilitator judges that he/she is really struggling, then suggestions for reparation may be made but ensure that a variety are available.*

***N.B: What is offered must be realistic, achievable and facilitator should offer support to assist offender in honouring the commitment.***

**10) Question to victim:**

How do you feel about that offer?

**11) Question to offender:**

On (date) you made the choice to (summarise the incident) and today you have made another choice and have agreed to

(summarise reparation offered). Which choice do you feel better about?

**12) Question to victim:**

You have heard \_\_\_\_\_ say how his/her unacceptable behaviour has caused harm and what he/she will do to put this right. How do you feel now?

**13) Students draw up the agreement.**

- Both sign it
- Reconvene conference

**14) Questions to offender:**

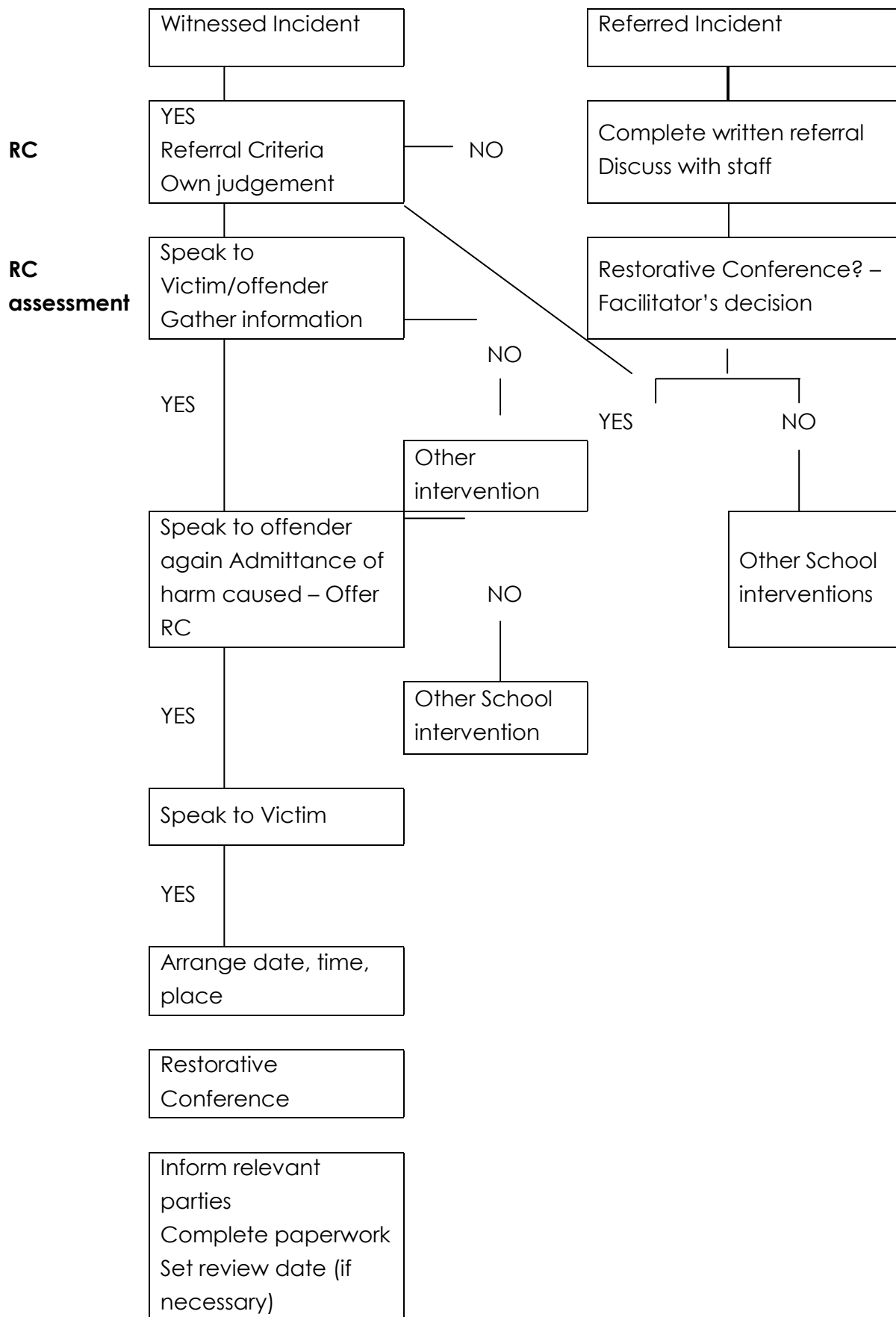
You have said that you have taken responsibility for what you did and that you are going to put things right by: (sum up agreement)

- a. How do you feel now?
- b. How will (these people) feel if you do not keep to the agreement?
- c. How will s/he feel if you keep to the agreement?
- d. How will you feel if you keep to the agreement?

**15) Facilitator:**

- a. Congratulates offender on making a positive choice.
- b. Thanks students for coming.

### A RESTORATIVE CONFERENCE FROM INCIDENT TO RESOLUTION



## Do' and Don't's for facilitators

### Do's

Be respectful, fair and courteous

Remember the facilitator is there to control the process, not participants

Stay calm and interested

Empathise with all present. However  
Remain neutral about participants

Tolerate silence

Allow plenty of time for the conference

### Don't's

Ignore signs of distress

Involve people who have no right to be there

React with anger to apparent stupidity or obstinacy

Take sides or be judgemental.  
do not hesitate to condemn inappropriate behaviour.

Interrupt