

ANTI-BULLYING POLICY

1. INTRODUCTION

1.1 Bullying occurs in all schools, not as much as might be suggested in some areas of the media, but certainly to some extent in all schools, including our own.

1.2 It is claimed by some researchers that at least 15% of school students are victims of bullying, i.e. 4 or 5 in every tutor group.

1.3 We believe that the percentage is not so high at Stockland Green, but while it exists at all, whether 1% or 15%, we must be aware, and take positive measures to deal with bullying whenever it occurs. We can succeed.

1.4 Every school student has the right to come to school, work through each day and return home after school, without fear of harassment from others.

1.5 Our aim is to eliminate bullying from Stockland Green.

2. DEFINITIONS

2.1 Bullying is unacceptable behaviour.

2.2 Bullying may be identified as repeated aggressive actions or comments over a period of time. It may be directed at a student, or involve stealing or destroying his/her property.

2.3 Bullying comes in several forms: verbal/physical assaults, racial/sexual harassment or abuse, extortion, coercion, stealing, taunting/teasing and Cyber Bullying.

2.4 Cyber Bullying occurs when information and communication technology is used deliberately to cause someone harm and distress. This is usually in the form of email, text messages, phone calls and the misuse of social networking sites.

2.5 A bully has a wilful, conscious desire to hurt/threaten/frighten someone else.

2.6 Bullying may start from an individual or from a gang.

2.7 Girls and boys are equally involved in bullying/being bullied.

2.8 Bullying occurs more frequently when there is less teacher supervision, before or after school, during break and lunch-hour, in toilets, PE changing rooms, in unattended or badly supervised classes.

2.9 Students being bullied tend to be isolated, anxious, feel inadequate, and are unable to make and maintain friendships and have a low self-image.

2.10 Most bullying is hidden from teachers; they may be the last to learn about incidents of bullying taking place in their own environment.

2.11 Bullying may occur from older to younger students, or within a year group. Bear in mind it may occur from adults to children, or even children to adults.

3. STRATEGIES FOR DEALING WITH BULLYING

3.1 A whole staff approach is essential.

3.2 All staff should be committed to watching out and listening for incidents of bullying and dealing with any incident, however trivial or serious. All staff must ensure their own actions are above reproach.

3.3 Lunchtime and break time duty staff should be aware and alert, keeping a watchful eye upon quiet corners and students who might be at risk. Non-teaching staff should be made aware of whole school strategies.

3.4 Students must realise that Stockland Green school will not condone bullying and that all incidents of bullying will be dealt with.

3.5 Tutors and teachers will look out for signs of stress, distress, deterioration in standard of work, absence from school, hanging around adults when in school, and any form of unusual behaviour.

3.6 All reports of bullying will be acknowledged, acted upon and investigated.

3.7 Students must be prepared to tell adults.

4. SANCTIONING OF BULLIES

4.1 Parents/carers should be made aware of any concerns about bullying involving their son/daughter.

4.2 All students should be encouraged to talk about incidents of bullying, this is not 'sneaking', and it is preserving the happy, relaxed atmosphere of a good school for all the students in its community.

4.3 When a bully is identified, it is important for teachers not to over-react with excessive shouting and sanctions, this may appear to reinforce the aggressive attitude which bullies themselves adopt.

4.4 A calm, quiet discussion with the 'bully' about his/her behaviour followed by a period of atoning for the unacceptable behaviour is often more likely to achieve a lasting change of attitude in the bully.

4.5 If bullying is persistent, then this will be dealt with and a suitable consequence agreed.

4.6 In some cases, a counselling session with bully and victim together, with parents/carers also involved, may be successful.

5. PRACTICALITIES/COMMUNICATION

5.1 All tutors/teachers should record incidents of bullying on Go 4 Schools and inform the House Leader.

5.2 House Leaders will record how incidents of bullying are dealt with on Go 4 Schools.

5.3 House Leaders should monitor victims of bullying to check for reoccurrence.

5.4 Racial and Homosexual incidents should be logged as such on Go 4 Schools. Such incidents are monitored separately.

5.5 Parents/carers of bullies/victims should be kept informed and in serious cases, invited in to participate in counselling sessions.

6. COUNSELLING

6.1 'Bullies' should be required to provide a written account of their actions, then to discuss whether their actions were acceptable or wrong.

6.2 They should be encouraged to identify the harm they have done to their victim.

6.3 Retribution should be discussed with the bully, who should be involved in deciding upon community tasks.

6.4 Counselling sessions are available with the Guidance Centre Team.

7. PASTORAL SUPPORT STRATEGIES FOR ELIMINATING BULLYING

7.1 Anti-bullying is a theme that runs through our pastoral programmes and has no place within the ethos of the Stockland Green family.

7.2 Throughout the academic year our thought for the week and assembly themes celebrate equality, equal rights and respect for others and their beliefs. Our aim is to create a cohesive and tolerant school community.

7.3 In line with National Anti-Bullying Week each year (late October – early November) our whole school SMSC, CZ and assembly programmes focus on anti-bullying. House Leaders deliver assemblies which are then further supported through CZ activities led by Form Tutors.

7.4 PSHE Days allow us to provide additional workshops and targeted support as students move through the school. For example, during the last academic year our local PCSOs have delivered workshops to whole KS3 year groups around the dangers of mobile technology and social

media. The Precious Trust delivered workshops to targeted groups to support decision making and healthy relationships. At KS4 the Loudmouth theatre group performed a CSE focused production looking at control in relationships and different aspects of bullying behaviour.

8. CURRICULAR THEMES

8.1 English and Drama commonly cover the wider theme of 'bullying' in their curriculum work. For example, in Drama bullying as a theme was explored as part of the baseline assessment by new students starting with us in Year 7; other areas could collaborate and reinforce at appropriate times.

9. PARENTAL INVOLVEMENT

9.1 Parents/carers must be encouraged to listen to their children, to read between the lines, to be aware of the possibility of bullying and to report to the school any fears or worries.

9.2 They should report to the school changes of mood, outbursts of temper, unexplained cuts, bruises or torn clothing and truanting or fear of coming to school.

9.3 Parents/carers should be advised never to say: "Don't tell tales". "Rubbish! You're imagining it". "You deserved what you got". "Don't be so wet. Stand up for yourself". "Go away. I'm too busy".

9.4 Parents/carers, teachers and all adults should always respond sympathetically to a cry for help.

9.5 Any concerns that parents/carers may have regarding bullying, must be reported immediately.

10. THE FUTURE

10.1 Prevention is better than cure.

10.2 An ideal situation would be a happy, confident school community, each student caring for others. We may never reach the ideal but our aim should always be to strive towards this to the best of our ability.

10.3 Regular updates of this document as we gain experience, constant and positive communication with parents/carers, and vigilant observance of the students around school at all times by all teachers and non-teachers, should help to improve even more our current situation.

THERE IS NO PLACE FOR BULLYING AT STOCKLAND GREEN!