

# ANTI-BULLYING POLICY.



**Bullying is any persistent and uninvited behaviour which insults, hurts or intimidates someone and might be for racial, religious, cultural, sexual/sexist, homophobic, disability or any reason. Bullying is an abuse of power that is malicious, intentional, relentless and unfair.**

Kelly College Prep School is committed to preventing all forms of bullying from occurring, including all forms of racist, sexist and homophobic behaviour. **Bullying will not be tolerated in our school. Children have the right to feel happy and safe at school.**

It includes:

**Verbal** – name calling, teasing

**Emotional** – leaving people out, nasty looks

**Physical** – hurting people or interfering with their belongings

**Cyberbullying** – misuse of wireless, internet and mobile technologies.

NB. It is vital that young people are aware of the consequences of such misuse. School staff, parents and pupils have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears. Any bullying via mobile phone or internet that impacts on school life in any way, will be dealt with as seriously as any other type of bullying.

Cyberbullying can follow children into their private spaces and outside school hours. Cyberbullies can communicate their messages to a wide audience with remarkable speed and can often remain unseen and unidentified. (DfES guidance ‘Bullying - don’t suffer in silence’).

*Mobile phones are **not** allowed in school (except on very rare occasions and for boarders who must hand their named phone into the office first thing in the morning).*

## **Psychological damage**

All should be aware of the seriousness of bullying in causing psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

## **Staff training**

Staff awareness is raised through staff training, so that they can reduce the risk of bullying at times and in places where it is most likely. This is done at the start of term training and awareness is raised during the daily morning briefing.

## **The Aims** of our anti-bullying policy are:

- To clarify for pupils and staff that bullying is always unacceptable.
- To take measures to prevent all forms of bullying occurring.
- To encourage pupils and staff identify and report any incidents.
- To support the needs of those identified as having been involved in bullying to prevent it reoccurring.
- To demonstrate that it can be dealt with positively.
- To demonstrate that pupils do not need to ‘suffer in silence’ (using reference to DfES Guidance).
- To dovetail the policy with the school’s behaviour policy.

## **Success Criteria**

The policy will be deemed to be successful if the view that bullying incidents are unacceptable, rare and effectively dealt with is held by staff, parents and pupils as indicated by confidential questionnaires.

## **Methodology**

All members of the school have a responsibility to help eliminate bullying behaviour from the school. Each Form has a minimum of twice-daily contact with their Form Teacher (as well as weekly Form and School Assemblies), during which preventative, as well as investigative and remedial activities take place. Many curriculum subjects also deal with information that supports the above aims. As well as in Form Time, this policy is regularly promoted during assemblies, drama and School Council meetings. Our senior pupils receive peer mentoring training, helping them to become aware of how to help other pupils.

### **To pupils:**

If you think you are being bullied or you know someone else who is, please tell an adult straight away and it can be dealt with. Not telling means that the victim will continue to suffer and the bully may carry on, probably with others too. If you receive any uninvited mobile phone/internet communication, try to save it for evidence.

**If parents** hear about any supposed incidents of bullying they are asked to inform their child's Form Teacher. Sleeplessness, sudden bed-wetting, loss of appetite and difficult behaviour can all be indications of unhappiness that could be caused by bullying. If a child receives any uninvited mobile phone/internet communication, the messages should be saved as evidence.

**Teachers** are vigilant for pupils with recurrent aches, pains, visits to the Nurse, reluctance to go to the playground, desire to remain with adults, changes in behaviour and deterioration of work.

**Stimulus for action – Bullying will either be reported or suspected.**

## **PROCEDURE**

1. **The form tutor should be informed immediately.**  
It is possible that a child will identify a teacher other than their form tutor to confide in. Flexibility in this matter should be allowed but only after consultation.
2. **Inform the deputy head that bullying is suspected.**
3. **The form tutor should talk to the 'victim' and take notes.** First of all you should reassure the child that they have done the responsible thing by telling. Reassurance is vital at this point as many children will be worried about retribution. Some children will find it easier to write down what is worrying them. Establish if bullying is taking place by using the school's definition. Establish if it is verbal or physical or both. Try to record exact

dates and times of incidents if possible. Give the victim a short term goal (i.e. how to get to the end of the day) and tell them that you are going to do to help. Tell them what will happen next. If you have had to withdraw the child from class for interview it would be helpful to arm them with a reason which won't attract attention when they return.

4. **Talk to the child suspected of bullying** without making any accusations. Try to establish if there has been intent. Starting with 'do you think/accept that we have a problem?' encourages dialogue. Try not to ask closed questions; give the child the opportunity to talk through open questions. Do not allow words like 'only' and 'just' as an excuse for their behaviour. Jokes are only funny if everyone laughs; beware of the non accidental accidents. Let them know that the suspected victim (usually the child bullying knows who it is anyway) is unhappy at school. The child should be told not to discuss this matter with friends and not to seek retribution with the alleged victim. This will need a clear and age appropriate explanation. Give them plenty of opportunity to show honesty. Praise honesty at all times.
5. **Investigate and interview 'bystanders' or any third parties.** It is likely that other children within the peer group will know what has been happening. These children should be encouraged to tell as part of a problem solving conversation. However, be wary of the temptation to brief the whole class.
6. **It is school policy to inform parents of any incidents involving their children.** Both sets of parents should be informed before the children go home on the day in which you have talked to them. The quality of this communication is vitally important in resolving the problem. Parents must hear from staff before hearing from their child. It is important that parents know that we treat this seriously. Beware, however, of using the word bullying when proof has not been established. Clear proof and/or admission must exist if the word bullying is to be used. Parents of children involved in bullying as bully or victim will be extremely anxious and will need careful, sympathetic handling. If in doubt consult the child's head of house or the deputy head.
7. **Resolutions should be sought.** In many cases there is no short term miracle cure and all parties should be made aware that patience will be important as behaviour patterns and habits are altered. Possible resolutions may involve;
  - a) Bringing the bullying child and the victim together to discuss a way forward. Constructing an action plan can help develop a feeling of working together and give each child a focus.
  - b) The bullying child needs to develop some empathy with the victim through counselling. Bullying children also need to know that they own their own behaviour and make their own decisions. Certain types of bullies find social interactions very difficult and find making and holding down friendships difficult. Sometimes these children need help in forming friendships.
  - c) The victim may need counselling in how to be more assertive.

- d) The victim may need to be given strategies in how to deal with being bullied i.e. ignore, be assertive, avoid, hang around with friends. Rehearsing ways of coping can give the child a strategy that they did not have before.
  - e) Victims can be encouraged to keep a diary which helps them to express feeling as well as recording dates of incidents.
  - f) The teacher responsible should arrange regular meetings with the victim and bully to assess progress.
  - g) Working with the rest of the peer group to reduce the power of the bully takes time but by praising and rewarding behaviour that contradicts the bully's behaviour the dynamics can be changed.
8. **Complete the 'bullying record sheet'**, giving one copy to the deputy head and keep one for your own filing. Attach any notes or statements.
  9. **Meet regularly with both victim and bully to monitor the situation.** This is important for both children.
  10. **Keep parents informed.** Take opportunities to contact parents if their child does something positive as well.
  11. **If the bullying returns** the child bullying will need to repeat the above process with **the Deputy Head** looking at ways of revising the action plan and making improvements. In the pre-prep this should be **the Head of Pre-Prep.**
  12. If the bullying persists **the Deputy Head**, after consultation with the headmaster, may issue an informal warning to the pupil. The parents will be required to attend a meeting with the deputy head and form tutor and a more specific action plan will be drawn up. Detention and 'time out' during hot spot times i.e. breaks may be used if deemed appropriate by the staff.
  13. **If the bullying continues** the Headmaster may consider a formal warning, suspension or expulsion.

## **Monitoring and Evaluation**

The Deputy Head is responsible for this:

- By liaising with Form Teachers and by recording and dealing with incidents.
- Reviewing and revising the school's PSHE programme.
- Collating relevant information from questionnaires.

**Attached is the Pupil and Staff Advice leaflet about bullying that was jointly compiled during PSHE sessions and updated by the pupil School Council.**

*For further reference see Dfes site [www.Dfes.gov.uk/bullying](http://www.Dfes.gov.uk/bullying)*

DfES: 'Bullying – don't suffer in silence'

Last reviewed: January 2009.

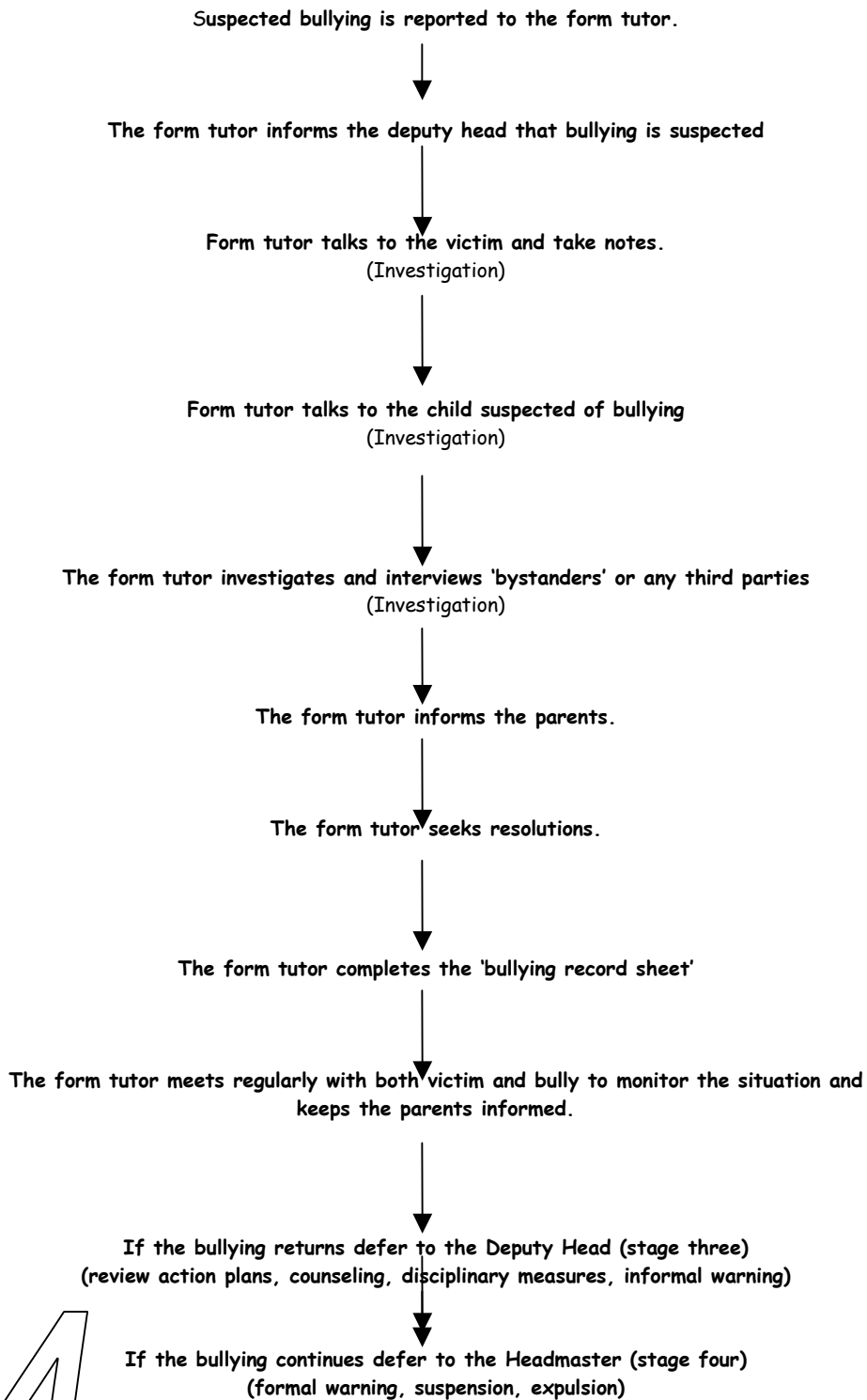
Next review: January 2010.

## ANTI-BULLYING POLICY SYNOPSIS



### Procedures

1



2

4

3

## **BULLYING RECORD SHEET**



Names of pupils;

DATE	
WHO REPORTED IT?	
WHO WAS IT REPORTED TO?	
WHAT ACTION HAS BEEN TAKEN? (see staff procedures)	
FOLLOW UP ACTION NECESSARY?	
HAVE OTHER STAFF BEEN INFORMED? WHO?	
STAFF SIGNATURE	
This form should be completed and passed to the Deputy Head. Form tutors of all pupils involved should keep copies for themselves; in their form folders if appropriate. Attach pupil statements and any other relevant paperwork	