

INTRODUCTION

Bullying is action taken by one or more children with the deliberate intention of hurting or abusing another child. Bullying can take one of many forms: verbal, emotional, sexual, sexist, physical, cyber (including social websites, mobile phones, text messages, photographs and email), race and religion, cultural, homophobic, special educational needs and disability.

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying, which can lead to psychological damage, both short and long term, is unacceptable at our Centre. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **telling** centre. This means that anyone who knows that bullying is happening is expected to tell staff.

We believe that every student has a right to enjoy an education free from fear and distress and the purpose of this policy is to set out guidelines and procedures to achieve this important objective. At our Centres we have zero tolerance of bullying and have measures in place to prevent all forms of bullying.

AIMS AND OBJECTIVES

At our Centre we believe that by developing a Centre ethos in which bullying is regarded as unacceptable and promoting excellent values, positive behaviour and relationships between all members of the community, we can prevent bullying from arising in the first place.

All members of the Centre are expected to treat each other with consideration and respect and to support children who are being bullied, to make them feel safe again, rebuild their confidence and self-esteem.

The Centre will react firmly and promptly to cases of bullying and educate children to understand that bullying is not acceptable and that serious bullying may cause psychological damage and even suicide.

If instances do occur it is essential that early intervention takes place by staff, students and parent/carers in order to prevent recurring or serious cases.

Interventions will be applied fairly, consistently and reasonably, taking into account all the facts and circumstances of each case.

If a serious or recurring case does arise it must be addressed by a member of staff immediately according to the guidelines identified in this policy.

This policy aims to produce a consistent Centre response to any bullying incidents that may occur. We aim to make all those connected with the Centre aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our Centre.

All staff will be expected to deal sympathetically with minimum delay once an incident is reported, with students who are the victims of (alleged) bullying. Witness statements may be taken and evidence gathered from a variety of sources in order to substantiate or disprove claims. The class/form teacher and senior staff will always be informed of reports of bullying.

Students who are alleged to be perpetrators of bullying will always be interviewed formally by a senior member of staff. The version of events will be listened to and noted in writing.

Cyberbullying: where incidents of cyberbullying are reported, even if it is outside of Centre hours, the Centre will intervene and investigate and deal with the alleged incident.

Disciplinary action, in line with the Centre's established range of sanctions, will be taken where necessary. Such action may include letters or meetings with parents, internal suspension or exclusion from Centre.

We will use the following levels as a guide when dealing with incidents involving bullying:

Low--Level: Teachers deal with the matter and note it in writing. The line manager is informed and interviews victim, bully, witnesses if necessary.

Medium--Level: Teacher informs Head of Department/Year Group Leader who contacts parents of victim/bully for interview.

High--Level: Teacher/Head of Department inform the Deputy Head Teacher/Head Teacher. Head Teacher informs the Parents/authorities for a conference.

FOLLOW--UP

It is important that the victim feels they are receiving support and feel safe and comfortable. It is also important that the suspected bullies have had a fair hearing. Heads of Centre will follow--up each case to ascertain if there have been any consequences or re--occurrences.

PREVENTION

We use the following methods for helping children to prevent bullying, as considered appropriate and relevant by the class/form teacher. These activities may form part of the Centre's programme and be in Tutor Time or handled on an individual basis:

- The Golden Rules: Be kind, be gentle, be honest, respect property, work hard, be a good listener. These rules are displayed in every classroom and are referred to by teachers.
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Sharing stories about bullying
- Making up role plays
- Discussions in literature, historical events, current affairs
- Anti--bullying week
- Bi Monthly meetings between teachers and students
- Cyber bullying workshops

Although incidents of bullying in our Centre are rare, teachers should be aware of the following higher risk areas and times when bullying could occur:

- At break and lunch times
- Before start and end of Centre day
- In the corridors and playgrounds
- On bus journeys and Centre trips/visits

Raising Awareness

Awareness is raised through training and/or focused meetings, particularly during Induction days. Child Protection and Anti--Bullying courses are made available to staff through Educare online programmes and more information is available in the appendices of this policy. Pupils are made aware through s, Special Focus Weeks, Curriculum content (particularly PSHE) and talks from outside agencies.

Children identified as having SEND (special educational needs and disabilities) are particularly susceptible to bullying and may be more sensitive to teasing and name calling. Teachers should be aware of this and actively promote inclusion and equal opportunities with classwork and particularly in the playground.

MONITORING EVALUATION AND REVIEW

This policy is monitored on a day--to day basis by the Head teacher and its effectiveness reviewed annually.

APPENDIX 1: GUIDANCE

WHAT IS BULLYING?

Bullying is behaviour that:

- deliberately makes another person feel uncomfortable, distressed or threatened either physically or emotionally
- is repeated over time
- makes those being bullied feel powerless to defend themselves
- can include forms which are verbal, emotional, sexual, sexist, physical, cyber (including social websites, mobile phones, text messages, photographs and email), race and religion, cultural, homophobic, special educational needs and disability.

Bullying may take many forms, such as:

- physical: for example, hitting, pushing, kicking
- name--calling and verbal abuse: face--to--face, in writing, by phone or online
- cyberbullying: bullying via phone or online (e.g. by text message, email, social networks, instant messenger)
- making racist, sexist or gender--based comments, jokes or graffiti
- making threats
- taunting or mocking
- spreading rumours
- making jokes to make someone look 'small'
- shutting out a person
- ganging up on someone
- refusing to cooperate with someone
- hiding equipment or other possessions
- demanding money

Types of Bullying

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name--calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Emotional bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.

Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Sexual bullying can involve comments, gestures, actions or attention that is designed to hurt, offend or intimidate another person. With sexual harassment the focus is on a person's physical appearance, body parts, sexual orientation or sexual activity. Sexual harassment may be verbal, like making comments about someone, be instigated via technology like inappropriate text messages, photos or videos or be physical involving unwanted touch. Sexual bullying includes:

- Making sexual jokes, comments, or gestures to or about someone
- Spreading sexual rumours (in person, by text, or online)
- Writing sexual messages about people on bathroom walls or in other public places
- Showing someone inappropriate sexual pictures or videos
- Asking someone to send you naked pictures of herself or himself ("nudes")
- Posting sexual comments, pictures, or videos on social networks like Facebook, or sending explicit text messages
- Making sexual comments or offers while pretending to be someone else online
- Touching, grabbing, or pinching someone in a deliberately sexual way
- Pulling at someone's clothing and brushing up against them in a purposefully sexual way
- Asking someone to go out over and over again, even after the person has said no

Cyberbullying includes the use of (mobile) technology as a media for any of the purposes above. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content at a click. Bullying via social networks, emails and texts will be addressed according to the same procedures as any other form of bullying in the Centre.

Please refer to our Centres' ICT Acceptable Use Policy for further details on the responsible and acceptable use of technology by our staff and students.

Cyber bullying includes:

- Harassment.
- Stalking.
- Rumour Spreading.
- Disclosure (sharing of personal information of others without their consent).
- Exclusion/Ostracism.
- Heated Exchanges.
- Defaming, Belittling, or Mocking.

- Impersonating.

Racial, religious, cultural bullying is treating someone differently, making offensive remarks of being physically aggressive or offensive to somebody because of the colour of their skin, their beliefs or their race. Racist bullying includes:

- Exclusion, harassment and ostracism
- Telling jokes intended to offend or which could inadvertently offend
- Attacks on your person or your property.

Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual or transgender or just because they are seen as being different. Bullying can include:

- Exclusion, harassment and ostracism
- Threatening to “out” you or your family member
- Use of offensive language or actions
- Aggressive behaviour
- Comments or abuse via online technologies

SEND (Special Educational Need or Disability) bullying is when people behave or speak in a way which makes someone feel bullied because of a minor or severe

Special Educational Need or Disability. Bullying can include:

- Exclusion, harassment and ostracism
- Use of offensive language or actions
- Aggressive behaviour
- Comments or abuse via online technologies

APPENDIX 2: ADVICE

Students

The Centre will work to combat bullying by teaching pupils about bullying and appropriate strategies to combat bullying through:

- weekly tutorial sessions
- older children supporting younger children as playtime ‘buddies’
- displays of appropriate work
- students given opportunities to take leadership roles
- Positive reinforcement of behaviour through praise and merits for demonstrating positive social skills

Students will understand the various roles within bullying cycles and how to act:

Victims:

- always tell someone that you trust (an adult or friend)
- remember you are not the one who is acting incorrectly.
- inform the bully that they are acting inappropriately and you would like them to stop

- if you can, ignore the bully and do not show that you are upset
- if possible, avoid being alone in the places bullying happens
- be assertive, if you can
- walk away quickly and confidently, even if you do not feel that way inside
- your safety is more important than your possessions. If you are in danger,
- don't hold onto them
- if you are different in some way, be proud of who you are

Friends:

- listen to your friend and talk it through
- be sensitive and understand their situation
- avoid leaving them on their own
- advise the person being bullied to talk to an adult
- in serious cases speak directly to an adult yourself on behalf of your friend.

Bystanders:

- even if you don't take part in bullying but see it and walk away you are ignoring your responsibilities
- report directly to an adult any bullying that you have observed
- give sympathy and support to the person being bullied

Parents/Carers and Academic Staff

Raising awareness in staff and parents through:

- INSET sessions for teaching and non-teaching staff
- discussion of issues arising in staff meetings
- Presentation of policy in key areas of the Centre and on the server for reference

Recognising the signs.

Someone who is being bullied may:

- be frightened of getting on the Centre bus
- insist on being driven to Centre
- be unwilling to go to Centre
- regularly have books or clothes damaged
- have possessions 'go missing'
- continually 'lose' money
- begin doing badly in Centrework
- have unexplained bruises, scratches, cuts
- ask for money or begin stealing money
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- become distressed
- become bad-tempered
- refuse to say what is wrong
- lose appetite, or start overeating
- cry himself/herself to sleep or have nightmares
- attempt or threaten to harm him/herself

For Parents

Any of the behaviour above may indicate other problems. But, if you become aware of and are concerned by any of this behaviour, and think your child is being bullied:

- encourage him/her to talk about the problem
- reassure him/her of your support
- listen calmly and not overreact
- attempt to find out when and where the bullying takes place. Is there a pattern?
- contact the class teacher to discuss the problem
- work with the class teacher to support your child within or outside Centre
- if the bullying takes place outside Centre, report the matter to the police

For Staff

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by:

- talking to the pupil and giving reassurance
- taking appropriate action using sanctions in line with the behaviour policy
- in serious instances producing a written statement of what has happened and the action taken
- reporting any serious or recurring incidents to their line manager

Serious or recurring bullying

The appropriate member of staff will do the following:

- arrange for support and reassurance for the pupil being bullied
- interview the person(s) accused of the bullying, always giving them an opportunity to explain their actions.
- ensure that the appropriate disciplinary action is taken in line with the Behaviour Policy of the Centre.
- contact parents/carers when necessary
- work with pupils, parents/carers and other teachers to support those involved
- and prevent future instances of bullying

Outcomes

1. The bully (bullies) will apologise in a genuine manner
2. Wherever possible, the pupils will be reconciled
3. In serious cases, suspension or even exclusion will take place in line with the behaviour policy
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. All disciplinary measures in cases of bullying must be applied fairly, consistently and reasonably.

This policy was written based on the principles outlined in DfES Guidance "Preventing and Tackling Bullying" 2014,

'Bullying: Don't Suffer in Silence' and 'Anti-bullying for Centres' by Kidscape 2005. This policy is in line with and embraces the Race Relations Amendment Act (2000) and the Equality Act (2010). For further information, please refer to: www.gov.uk/government/publications/preventing--and--tackling--bullying