

TRADITIONAL **VALUES**, CONTEMPORARY **ASPIRATIONS**, CREATIVE **CURIOSITY**



INVESTOR IN PEOPLE

MALET LAMBERT SCHOOL

POLICY STATEMENT

ANTI-BULLYING

Complete by:	PTR,
Consulted with staff, pupils and parents:	
Consulted with SLMT:	
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MALET LAMBERT SCHOOL

ANTI-BULLYING POLICY

For everyone to learn effectively, we all need a stable, secure and friendly environment where everyone is treated with equal respect.

Bullying is intentional behaviour, usually repeated, which makes other people feel uncomfortable, unhappy or threatened, whether this is intended or not. Those who bully do not always intend the consequences of their behaviour they know or should know that their behaviour will hurt whether physically or emotionally. Continued bullying can have serious consequences to the mental and physical well being of a student.

Bullying at Malet Lambert School in any form is unacceptable. the school has a responsibility to “safeguard and promote the welfare of all pupils” (*Education Act 2002*) and to put policy and procedure in place to “prevent all forms of bullying” (*Education and Inspections Act 2006*)

A common understanding of bullying is being developed in the school. This will involve work with parents, staff and pupils so that all understand what is bullying and what each individuals role is in preventing bullying within the school. This policy is designed to ensure that all students, staff, parents/carers, governors and visitors are aware of our commitment to being an anti-bullying school.

This policy shoul be read in conjunction with the e-safety policy of the school, the behaviour policy, the child protection and safeguarding and the curriculum plan.

DEFINITIONS OF BULLYING

Bullying is “behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”
DCSF (DfE) – “Safe To Learn”

[Appendix 1]

There are many interpretations of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for victims to defend themselves against

Bullying can take place within the following relationships

- pupil on pupil
- pupil on staff
- staff/adult on pupil

Bullying in any form is unacceptable at Malet Lambert School

Bullying can take many forms, but the main types are:

a). Direct

- Physical - hitting, kicking, spitting, displaying negative facial expressions taking or hiding belongings, including money;
- Verbal - name-calling, teasing, insulting, unkind written or spoken words, notes or graffiti; cyber bullying.
- Non-Verbal - spreading nasty stories about someone, being unfriendly or excluding someone from a social group, being made the subject of malicious rumours

b). Indirect

- Cyber Bullying - sending malicious e-mails, text messages on mobile phones, using social networking and websites or other forms of electronic communication

[Appendix 2]

HOW WE AT MALET LAMBERT FUNCTION AS AN ANTI-BULLYING SCHOOL

AIMS

- To prevent Bullying
- To respond effectively to all reported concerns regarding bullying

OBJECTIVES

- 1 By promoting the concepts of respect, relationships and responsibility as fundamental principles to a secure and effective learning environment. We expect everyone to show:
 - respect for themselves
 - respect for others
 - respect for the environment
- 2 By developing pupil responsibilities, for themselves, for others and for the school environment.
 - the school council will be involved in all initiatives through consultation, in some cases delivery and feedback.
- 3 By encouraging everyone to work together and develop good relationships with one another.
 - as part of everyday practice pupils are encouraged to work in a variety of groupings, to encourage tolerance and respect for everyone
 - opportunities will be given for students to work across age groups through a range of extra-curricular activities

- 4 By developing the self-esteem of all students.
 - the personal, social, citizenship and health programme, led by the PSHCE Coordinator and delivered by teaching staff, actively promotes students' self-esteem, cultural awareness, and citizenship skills
 - when appropriate, we shall work with individuals and groups who are involved in bullying, either as perpetrators or victims. Other agencies may be involved.
- 5 By ensuring that we all behave in a respectful way towards each other.
 - teachers maintain firm, fair and assertive discipline in the classroom and all areas of the school
 - whole-school initiatives on student's behaviour, as outlined in the school's policy, contribute to this aim
- 6 By encouraging students to present any problems they may have. In addition, by encouraging students to present the problems of others. Students may talk to their tutor, their Learning Coordinator, one of the Learning mentors, or any member of staff with whom they feel comfortable.
 - staff ensure that students are given feedback concerning situations that have been dealt with, so that they know that something is being done
 - the opportunity will be provided for students to speak to peer mentors, which is another option students can use to talk about bullying issues
- 7 By encouraging parents to present any problems they know or suspect their child might be having.
 - all parents are informed on what to do and who to go to if their child has a problem
 - staff ensure that parents receive feedback on all matters connected with concerns about bullying
- 8 By applying fair and consistent sanctions to those who offend against the rights of others.
 - having a range of responses to deal with bullying according to the severity of the problem is essential. This is because each incident is different and there is therefore no single way of dealing with problems. It is essential that all parties involved work together for a satisfactory outcome.
 - violent behaviour is never tolerated from anyone. Students involved will normally receive detentions, isolations or exclusions depending on the severity of the violence
 - other sanctions are outlined in the school's behaviour policy and can be applied where appropriate
 - where appropriate use restorative practises as a method of resolving bullying issues.
- 9 By careful monitoring to ensure that we are achieving our objectives.
 - a series of questionnaires will be introduced to find out pupils' views on a range of issues, including the effectiveness of this policy

- parents and carers have a direct link between home and school, in the form of student planners, so they can check and inform the school regarding their child's well-being and progress

ROLES AND RESPONSIBILITIES

The School

It is the responsibility of the school to safeguard and promote the welfare of all pupils and in doing so to prevent bullying. In doing so it is the responsibility of the school to determine the punishments and consequences for bullying behaviours. These responses will be in line with the school behaviour policy.

The School Governors

The school governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed.

The Headteacher and SLMT

The Headteacher and SLMT is responsible for implementing the Anti-Bullying Policy

The Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

Parents

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support the school's actions and help us achieve our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school. We need them to be able to share their concerns that their child, or any other child, may be involved in bullying whether experiencing or carrying out the bullying

Pupils

Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn. We need them to be able to share their concerns with us immediately when they are concerned about bullying, whether experiencing or carrying out the bullying

[Appendix 3]

STRATEGIES TO COMBAT BULLYING

The following range of strategies are employed at Malet Lambert School that we hope will prevent bullying. These include:

- information given to students in assemblies and by form tutors to explain the nature of bullying and how to seek help
- peer group listeners, (more students will be trained in October of each year)
- Staff on duty around the school at break times
- Vulnerable pupils given a safe place in which to spend unstructured time
- support group approach to dealing with bullies and victims
- learning mentor sessions
- anti-bullying drama groups
- the wrongs of bullying to be studied in PSCHE lessons and across the curriculum, where it is relevant
- Yr 7 induction programme including a session on bullying and feeling safe
- Morning registration period to have an anti bullying theme during anti bullying week
- encouraging students to take part in cooperative group work during lessons to help build relationships
- anger management classes
- Restorative Practises to be developed within the school
- bullying questionnaires carried out regularly to help identify areas of student concern.
- Policy and practise reviewed regularly to reflect feedback.

PROCEDURES

- All reports of bullying will be addressed and the priority will be to support those being bullied and to stop the bullying
- It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken
- We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour

The school has developed procedures for responding to bullying. These are:

1. Who to inform

- students can inform any member of staff in the school about a bullying incident. The incident will then be investigated by the informed member of staff or by the appropriate Learning Coordinator
- A text number has been established so that pupils can report incidents of bullying directly by text. This phone will be checked daily.
- while an investigation is taking place, provision will be made for the victim to ensure their safety
- once a thorough investigation has taken place the victim will be informed that the incident has been dealt with and the students involved will be monitored regularly to ensure that there is no reoccurrence of the bullying

2. How are incidents of bullying recorded

Low Level

- incidents of bullying, verbal and physical assault may be recorded on the school's SIMS behaviour system
- tutors may record incidents of bullying in Welfare Logs
- Learning Coordinators will monitor this through the SIMS system and also in regular conversations with form tutors.

Medium and High Level

- When the school determines that the incident has moved beyond low level bullying these incidents will be recorded by the Learning Coordinator who will instigate a bullying support plan.

[Appendix 4]

- An electronic data base will be kept of all bullying support plans
- Learning Coordinators will keep all paperwork until the case is closed
- The case will be closed when the parents and victim feel that the bullying has ceased.

High Level

- Bullying may need to be reported to an external agency, for example the Police, Child Protection

3. Sanctions

- students involved in bullying behaviour will be dealt with in line with the sanction outlined in the school behaviour policy.
- the school will be responsible for applying sanctions

[Appendices 5 & 5b]

MONITORING AND EVALUATION

Monitoring and Evaluation will be done by the following methods:

- Analysis of the bullying record log
- Analysis of anti bullying plans with individual LCs
- Observation of lessons
- Discussion in Link meetings between SLT and Heads of Subject
- Sampling of pupils' views through questionnaire or discussion
- contact and discussion with parents

[Appendix 1]

DEFINITION OF BULLYING

DSCF “Safe to Learn: Embedding anti-bullying work in schools” (2007)

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

General forms of bullying: how bullying is carried out:

a). Direct

- Physical
- Verbal
- Non-Verbal

b). Indirect – Cyber Bullying/E Bullying

Specific forms of bullying: why bullying is carried out:

People are bullied for many reasons, or no reason. Bullying relates to “difference” – real or imagined.

- Appearance
- Ability
- Health
- Family or Home circumstances e.g. looked after: young carers
- Social class
- Race, Religion and Culture
- Disability / SEN
- Homophobia / Sexual Orientation
- Sexist, Sexual and Transgender

[Appendix 2]

INTERVENTION STRATEGIES

Key questions relate to degree of:

- Intent
- Hurt
- Repetition
- Duration

Need to have sense of thresholds – Low, Medium or High

Low Level

Should be handled quickly and sensitively without making too much of the incident. This will involve an appropriate member of staff following the following procedures:

- Talk with victim to understand feelings
- Talk with bully to give the “evidence” of distress / hurt; to reinforce view that behaviour is unacceptable; to encourage bully to make a response to victim in form of apology and seeking to improve relationship
- In talks with both victim and bully seek to discover whether there are underlying “reasons” for behaviour
- Feedback to victim
- Monitoring (may involve use of Peer Supporters)

Medium Level

Priority is to protect and provide support for the victim (s) of bullying, and then to seek to resolve the conflict. The following are a range of strategies:

- Support Group / Seven Steps Approach (No Blame Approach)
- Circle of Friends / Circle of Support
- Shared Concern
- Mediation
- Conflict Resolution
- Restorative Justice
- Community Anti Bullying Referral

Whichever strategy is used, it is essential that the situation is monitored. As part of the monitoring strategy it is important to set targets and arrange for reviews to take place.

At this level need to consider whether additional support work is needed with both victim and bully, helping them to address issues such as:

- Self Esteem
- Resilience
- Assertiveness
- Anger Management

High Level

Bullying incident is felt to be serious and so severe that it should be categorised as high level bullying. The reasons for this would be:

- Previous strategies have not prevented bully continuing his / her behaviour
- Impact on victim
- Degree of imbalance of power between bully and victim
- Bully shows no remorse for actions
- Bully seems to be incapable of empathy
- Parents support bully in his / her behaviour

Need to decide to judge whether organisation has the capacity itself to resolve the situation, particularly whether it can meet the needs of the victim to ensure future safety.

It must also consider the needs of the bully, and judge whether he / she is able to effect a change in behaviour without the support of an agency with staff trained to meet his / her needs. May need to refer those involved to relevant external support agencies.

In dealing with “high level” bullying incidents it is necessarily to be seen to be taking action, and organisation will need to act within its Behaviour Policy and use those sanctions that are appropriate to match the severity of the behaviour. This may have to include exclusion, temporary or permanent.

Although such cases are rare organisation may judge that the severity is such that it needs to involve the Police and / or Social Services if it is seen as a Child Protection case.

[Appendix 3]

ROLES AND RESPONSIBILITIES

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not student), and by being clear that we all follow school rules.

The prime responsibility for all members of the school community is to report incidents of bullying, and concerns they may have that someone is being bullied.

It is the responsibility of the school to determine how, within the agreed sanctions framework, incidents of bullying will be punished.

a). Governors

The school governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Appoint a member of the governing body to have a specific responsibility for bullying

b). Headteacher and School Senior Management Team

The Headteacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Act 2006 for:

- “*determining measures on the behaviour and discipline that form the school’s behaviour policy ---*”
- “*--- encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils*”

It will become a statutory responsibility for schools to record all bullying incidents.

The Headteacher will ensure that:

- bullying behaviour is addressed in the school’s behaviour and discipline policy
- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

c). Staff [see also Appendix 5 of the policy]

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the school's procedures
- Ensure pupils, and where appropriate parents / carers, are given regular feedback on the action been taken

d). Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents / carers to:

- keep informed about and fully involved in any aspect of their child's behaviour.
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying
- contact the school if they know or suspect that their child is bullying another pupil
- share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child
- support the school actions in dealing with both the victim and perpetrator of bullying

When a parent / carer has concerns relating to bullying they should report them to the Learning Coordinator.

e). Pupils

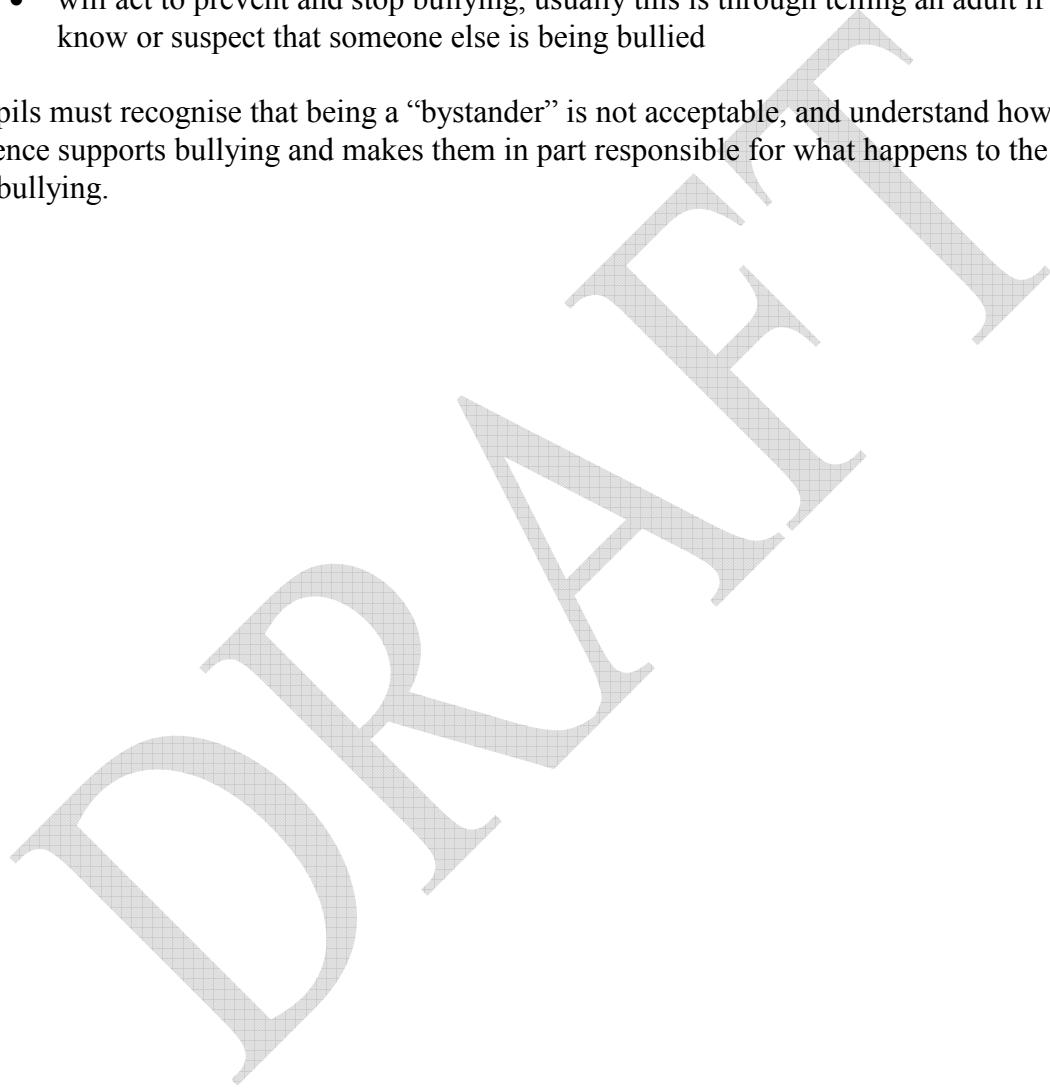
Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- will support the Headteacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent (could suggest alternatives)
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.



[Appendix 4]

Bullying Incident Log

Date incident(s) reported _____ Reported by _____

Victim (s) _____

Type of bullying:

Those displaying bullying behaviour	Bystanders	Witnesses

Summary of incident(s)

Action taken by the school

Supportive

Disciplinary

Parents contacted

Parent	Pupil	Date/Type	Pupil role in incident	Discussion/outcome

		Phone call Letter Meeting Other		

		Phone call Letter Meeting Other		

		Phone call Letter Meeting Other		

		Phone call Letter Meeting Other		

		Phone call Letter Meeting Other		

Review and Follow up

Date set for review follow up _____

Discussion with _____ /

Outcome/Further Actions

Final phone call (min 2 weeks after review) Date _____

Outcome

Case closed _____ Sig LC

[Appendix 5]

MONITORING, RECORDING AND REPORTING

- All claims and reports of bullying will be taken seriously and dealt with in line with the policy and this document.
- It is important that any perception of bullying by the victim is regarded as bullying by the school and dealt with appropriately.

The role of the Classroom Teacher

- To be vigilant in the classroom and watch for any cases of name calling or behaviour that can be viewed as potential bullying (e.g. excluding pupil from discussion, refusing to it with etc). Recent surveys from pupils have highlighted classrooms as a big source of this.
- To deal with such incidents using the school sanctions system or counselling pupils during/or at end of the lesson.
- To record any such incidents on the SIMS system as bullying or verbal abuse.
- To report on any concerns that bullying behaviour is more than just low level and is becoming medium level bullying to the appropriate tutor

The role of Head of Subject

- When monitoring behaviour incidents in subject area to be conscious of any bullying issues
- Raise concerns with members of department and to make sure they are passing on concerns to the tutor at an appropriate point
- Support classroom teacher if incidents are occurring at departmental level only
- Liaise with appropriate Learning Coordinator / Tutor to get a picture of the extent of bullying

The role of Form Tutor

- To monitor both potential victims and perpetrators within the tutor group
- Identify when issues are being raised through indicators in pupil appearance, attitude and behaviour, attendance (using school trackers) and personal tutoring sessions.
- To be vigilant in classroom during morning registration and watch for any cases of name calling or behaviour that can be viewed as potential bullying (e.g. excluding pupil from discussion, refusing to it with etc). Recent surveys from pupils have highlighted classrooms as a big source of this.
- To deal with such incidents using the school sanctions system or counselling pupils during/or at end of the lesson.
- Record incidents and action taken in welfare logs and/or on SIMS
- To report on any concerns that bullying behaviour is more than just low level and is becoming medium level bullying to the appropriate Learning Coordinator

The role of the Learning Co-ordinator

- To monitor SIMS incidents regularly to establish where bullying is taking place
- To identify patterns and when low level bullying is becoming medium to high level bullying

- To have regular conversations with form tutors to identify bullying issues and when low level bullying is becoming more serious
- To take phone calls from parents about bullying issues within their year group
- To take reports from pupils about bullying incidents
- To instigate a bullying support plan when incidents are moving to medium level bullying or following a parental report
- To keep parents informed at all times, including the parents of the victim and perpetrator
- To inform the anti bullying coordinator when an anti bullying support plan has been instigated.

The role of the Anti Bullying Co-ordinator

- To keep an electronic register of bullying support plans
- To maintain a file for holding and monitoring all closed cases
- To take from parents about bullying incidents
- To take reports from students about bullying incidents
- To make sure that surveys are regularly carried
- To liaise with PSHCE Coordinator to maintain the delivery of anti bullying education within the school
- To keep up to date with current government guidelines
- To attend appropriate course
- To review and amend policy and practise when appropriate

[Appendix 5b]

PROCEDURES - DEALING WITH BULLYING INCIDENTS IN SCHOOLS

Step 1

Concern about bullying behaviour witnessed or reported to a member of staff

Step 2a – Low Level

Member of staff talks with those involved and decides no further action is required: reinforces with all involved school's stance with regard to bullying

Step 3a

Pupil who has been the “target” is asked to report any subsequent unpleasant behaviour immediately to a member of staff and parent / carer

Step 4a

Member of staff decides to inform other members of staff to keep “eyes” and “ears” open. Ask staff to report any incidents to them.

Step 2b – Medium Level

Member of staff decides that the behaviour needs to be further investigation and either takes on the case or formally reports the details of the incident to the appropriate Learning Coordinator

Step 3b

Behaviour investigated to assess nature and severity of the behaviour: all those involved including bystanders talked to: behaviour records checked: parents informed, involved as appropriate and provided with regular feedback

Step 4b

Assessment completed, details recorded and appropriate action implemented: support to those bullied: help to change behaviour of those bullying: bystander behaviour addressed: parents informed and involved

Step 5b

Review of effectiveness of action taken within appropriate timescale

Step 2c – High Level

Member of staff decides the behaviour is potentially so serious that it has to be referred to a senior member of staff, and if appropriate the Child Protection Designated Person

Step 3c

Senior member of staff informs parents immediately and meeting arranged as soon as possible (unless such action could put a child at risk)

Step 4c

Appropriate senior member of staff instigates immediately an investigation and decides whether case needs to be referred to external agency, for example Child Protection and / or Police: where external agencies involved further school action needs to be agreed with involved agencies

Step 5c

Assessment completed, details recorded and appropriate action implemented: support to those bullied: help to change behaviour of those bullying: bystander behaviour addressed: parents informed and involved: severity of behaviour determines appropriate sanction: decision made about involvement of appropriate specialist external support agencies

Step 6c

Review of effectiveness of action taken within appropriate timescale