



Anti-Bullying Policy



Research and experience indicate that a good proportion of pupils are placed under pressure by fellow pupils. There are indications that children worry about being a victim even though they never have been.

The nature of the problem is complex and no school programme will eliminate it. However, some guidelines followed by all of the staff could lead to prevention in some cases and alleviation of the problem in others.

Our school aims include:

- The equal importance of all our pupils
- The provision of equal opportunities for all
- The creation of an ordered and civilised environment for learning
- The promotion of positive and confident relationships between all members of the school community

Our policy is to promote an ethos where all pupils, parents and staff treat each other with respect. We should insist on polite and civilised relationships. Our aims are incompatible with bullying. Hence all forms of bullying are unacceptable.

The school believes that the way in which pupils behave in school is influenced more by the atmosphere and expectations of the school than through rigid school rules and severe sanctions.

The first aspect of our policy is therefore pro-active - to foster a tolerant, friendly and purposeful atmosphere in which bullying is less likely to occur or flourish. Adults should reinforce the aims and values of the school in the standards they set in their relationships with children and other adults, as well as in their expectations of the behaviour of pupils.

The second aspect of our policy is to be active in observing and recognising forms and patterns of behaviour which may be bullying. We should take seriously all reported cases of bullying and act upon them.

Strategies

1. Duty teams checking carefully the toilets, the 'hidden' areas within the school. Reporting of lonely/isolated pupils to Year Heads/Tutors.
2. Beginnings and ends of lessons are crucial - the victim is trapped. Lateness to lessons or a disorderly exit can lead to incidents.
3. Incidents of 'name-calling' or unpleasant behaviour towards a pupil must be reported to the Tutor/Year Head for recording/appropriate action taken.
4. All incidents of reported unhappy children/staff should be treated seriously and followed up. Recording the incident in front of the victim lets him/her know you are concerned.
5. Assemblies to raise awareness and to encourage pupils to talk to their Tutor (who needs to say when they will be available) if they are under pressure or know of someone who is. PSHE programmes include work on bullying. Each Year Head to include a bullying assembly.

6. Sanctions should not be bullying in nature (e.g. shouting, sarcasm, humiliation and physical threats) these methods reinforce the view that to be top-dog one needs to use these methods!
7. The victim should be led through a discussion including:
 - a. Could the incident have been avoided?
 - b. How could the incident have been dealt with?
 - c. What might have been the best strategy?
 - d. Which strategy do you use next time?

These methods could stop the problem escalating. If the problem is serious the victim and aggressor need to be put together with a Tutor or Head of Year and the situation explored. Sanctions may be considered by all present!

8. The bully should be led through a discussion including:
 - a. Why?
 - b. Do you understand the consequences?
 - c. How can you stop?
9. Parents of both parties may need to be involved.
10. Review the situation after an agreed period of time.