



ANTI-BULLYING POLICY

This policy is for the whole school including Early Years. Please read in conjunction with the Junior and Senior School Behaviour Policies

Aims and Objectives

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a positive and secure atmosphere. Bullying of any kind is unacceptable at our school. The effects of bullying are serious and can result in psychological damage. If bullying does occur, all pupils should be able to report it and know that incidents will be dealt with promptly and effectively.

Trustees, teaching and non-teaching staff, pupils and parents should understand:

- the definition of bullying and that it will not be tolerated in our school;
- the school policy on bullying and know how to follow it when bullying is reported;
- that support will be given when bullying is reported;
- that through monitoring, reviewing and training, the school aims to develop a positive atmosphere where pupils feel confident to tell if they are being bullied and that bullies can change.

Definition of Bullying

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time. It can be in the form of emotional, physical, racial, religious, cultural, sexual, disability, verbal and cyber bullying.

“Bullying is the use of aggression with the intention of hurting another person resulting in pain and distress to the victim.” *Kidscape*

Definition of Cyber Bullying

“Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.”

(Report to the Anti-Bullying Alliance by Goldsmiths College, University of London)

- Bullying via websites
- Text message bullying
- Picture/video-clip bullying via mobile phone cameras
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying through instant messaging (IM)

Setting & Safety

Bullying can occur in and out of school and therefore parents and the school need to work together. A letter and contract is to be completed by each student and parent agreeing to safe and responsible internet use at school.

A survey is carried out every two years by the pupils, parents and staff as a form of self evaluation and in order to update our policy and procedure.

Responsibilities in Response to Bullying

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. The headmistress has a legal duty under the school Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

All staff have a responsibility for:

- Monitoring pupils in their care by being observant and asking pupils what is happening to them
- Liaising with staff, especially Head of Pastoral Care and the CPO.
- Knowing the school policy and dealing with incidents accordingly
- Taking part in anti-bullying measures and contributing to strategy and solutions
- Reporting all incidents whether they are on or off site
- Involving pupils in creating positive strategies through the school council, the PHSE programme and Form Tutorials.

Procedures

We have a clear procedure so pupils know who to tell and teachers know how to record incident so patterns can be observed.

1. Report bullying incidents to staff.
2. In cases of serious bullying, staff will record the incident.
3. There is a Safeguarding Log kept centrally which is monitored by Deans and the Child Protection Officer.

4. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. If necessary and appropriate, police will be consulted.
7. An attempt will be made to help the bully (bullies) change their behaviour.
8. Staff who deal with pupils who have been bullied must always offer reassurance.
9. Pupils who have been bullied will be given support determined by the Head of Pastoral Care in consultation with the pupil.
10. Parents of pupils who are being bullied and parents of the bully may be involved in designing and providing the solution.
11. We will endeavour to change the attitude and behaviour of the bullies in line with the positive procedures identified with the strategies. e.g. by utilising our Accredited School Counsellor.
12. Any of the school's formal punishments can be used as appropriate.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered.
- 3) If possible, the pupils will be reconciled.
- 4) After the incident /incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

Never ignore bullying but always listen carefully to accounts. Adopt a problem-solving approach – move on from pupils justifying themselves. It is essential that staff follow up and monitor incidents.

Through the curriculum, The Royal School promotes an open, cooperative and caring environment with: regular PHCSE lessons; Form Tutorials; speakers and visitors (CHIPS, NSPCC, SEAL); DVD / Video and theatre in Education, all reinforced through positive daily classroom practice. There is evidence of anti-bullying literature, posters and contact numbers around the school with information for pupils and staff. *Anti Bullying Week* is promoted annually and the subject is the focus of assemblies and workshops. Staff attend anti-bullying training as part of our safeguarding procedures. With children in the Early Years we promote anti-bullying through play and puppets and stories/drama.

Strategies to Combat Bullying

The following strategies are varied, age-dependent and are a sample of some of the practices employed at The Royal School.

In the classroom

- Being considerate towards and exploring different attitudes and points of view.
- Practicing tolerance and listening to others' views.
- Group work, sharing common goals and learning to problem solving

- Circle Time: Creating a safe space, effective communication, exploration of relationships including adult/peer, affirming strength and self-esteem of participants.

Befriending and Buddying Systems:

- Girls have a buddy in their next year group to share concerns with or talk to.
- Approach a pupil with a suitably positive disposition to assist the vulnerable pupil or create a support group.
- Ask this pupil to facilitate interaction with other supportive pupils.
- Try to find a pupil with a similar problem, condition or difficulty to share the support.
- Encourage involvement in particular interest or activity that includes other enthusiasts – after school or lunch-time clubs.

Bullywatch:

- A selected group patrol the school and make themselves available to pupils. They also manage a 'Bully Box'. A box where a note may be put either signed or anonymously to report bullying.

Mediation by Adults

- Hold brief, non-confrontational, individual chat with each pupil, without interruptions – the bullying pupils first.
- Get agreement that the bullied pupil is unhappy and they will help to improve the situation if they can suggest non-prescriptive means of doing so. Monitor progress regularly.
- Meet all involved and agree a long-term strategy if progress is good.
- If bullying persists. Agree to review strategy and consider involvement of parents.

Mediation by Peers

- Define the problem. In a time limit, each participant offers their perspective.
- Identify key issues. Write down as a list of 'conflict' and 'non-conflict' issues.
- Brainstorm possible solutions.
- Negotiate a plan of action. Agreed by participants. Written pact is signed. Shake hands. Follow up – evaluate outcomes.
- CHIPS: Girls in Y10 upwards can train to be mentors for students.

Active Listening /Counselling

- The bullied pupil nominates a peer or teacher to whom they will report their experience, once a week, at a designated time for a defined period.
- The support response should take the form of listening to concerns and assessing the progress of any planned actions or methods of resolving the conflict.
- Should a bullied pupil choose a peer, that peer must be fully supported by a regular 'consultation' opportunity with a member of staff.
- Have contact with the school counsellor.

The Royal School's anti-bullying principles mean that pupils who have experienced bullying know:

- They are heard.

- How to report bullying and get help.
- They are confident in the school's ability to deal with the situation.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- How they can get support from others.

The Royal School's anti-bullying principles mean that the pupil who engages in bullying behaviour knows:

- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
- They will have to learn to behave in ways that do not cause harm in the future, because they have developed their emotional skills and knowledge.
- They will learn how they can take steps to repair the harm they have caused.

This policy should be read in conjunction with the school's Behaviour Policy for Junior and Whole school.

Helpful Organisations:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900

Websites:

www.bullying.co.uk, www.kidscape.org.uk, www.dfes.gov.uk/bullying,
www.bullying.co.uk, www.beatbullying.org, www.antibullyingweek.org ,
www.cybersmartcurriculum.org, www.childnet-int.org, www.stoptextbully.com

Written as a whole school document in consultation with www.kidscape.org.uk, www.dfes.gov.uk/bullying, www.bullying.co.uk, www.beatbullying.org and *Safe to Learn (2007) Bullying - Don't Suffer in Silence*, *Safe to Learn: Embedding anti-bullying work in schools*, *An anti-bullying pack for schools*, published by the Department for Education and Skills.

Written & Revised 2007:

Dr Dunn

Approved by Trustees:

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