Anti-Bullying and Harassment Policy

Definition – Bullying

- Bullying is a deliberately hurtful act (including aggression) repeated over a period of time, difficult for victims to defend themselves against –
- A person is bullied if they are exposed regularly and over time to negative actions on the part of one or more person
- Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social by those in a position of power, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification.
- An attitude rather than an act. It can be identified as bullying only by measuring the effects on the vulnerable child
- It is different from random or individual acts of aggression.
- These are not isolated incidents arising from poor communication and understanding between children. They are not accidental. Children come to school to learn, negotiate and deal with problems.

Definition – Harassment

- Harassment is defined as, any act of pursuit, torment, or annoyance, words, conduct or action, usually repeated or persistent – to a specific person that annoys, alarms or causes emotional distress and serves no purpose.
- Targeting others, with the intention of causing distress, embarrassment or other discomfort. This could be on the grounds of racial or ethnic origin, religion or belief, disability, age or gender identity.
- Harassment occurs when one user continually or deliberately offends another user with actions such as posting comments intended to hurt, offend or conflict with another user's beliefs.

Bullying and harassment can take a number of forms, but the three main types are -

- Physical – hitting, kicking, and taking belongings, damaging personal property
- Verbal – name calling, insulting, making offensive remarks, text messages, emails, comments on social media, writing offensive graffiti
- Indirect – spreading rumours, exclusion from social groups

Aims and Objectives

- Bullying and harassment is wrong and damages individual children, We therefore do everything we can to prevent it, by developing a whole school ethos in which it is regarded as unacceptable

- We provide a safe and secure environment where children can learn without anxiety
- This policy aims to produce a consistent school response to any bullying incidents
- We aim to make all those connected aware of our opposition to bullying and harassment with clear responsibilities for staff and children
- Teachers support all children in class and work to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying and harassment

Preventative actions

- Ensuring all staff are aware and follow the schools anti-bullying and harassment policy
- Assess the extent of the problem through surveys and discussions with parents and pupils
- Opportunities to promote the policy through assemblies, PSHE lessons, collective worship, supporting anti-bullying national programmes
- Projects, role-playing or stories to empower pupils so they know what to do
- Directly involved in Anti-bullying week
- Circle time – not a naming and shaming session
- History – dealing with racism, intimation, persecution
- English – Exploring feelings of isolation, abuse, intimidation
- PSHE – understanding emotions, mental health and well-being

Pastoral involvement

Buddies
Worry boxes
Peer mentoring
Play leaders
School council
School setting an example – firm, respective of difference and reduces conflict

Who are the victims?

Any child can be a victim. An indicator of bullying when a child's demeanour or behaviour changes. There is a range of behaviours which we need to be aware of in case they either provide a catalyst to bullying or are an indicator of bullying/harassment.

- Nervous
- Reluctance to come to school
- Depression, low mood
- Social/ communication difficulties
- Feeling or looking different
- Minority groups

Who are the bullies?

Any child is a potential bully. They often have problems at home or within school and could be struggling with low self-esteem and may have been bullied themselves. Children who are bullies are usually trying to make other children feel like they do and need support along with the victim.

Procedures to follow-

For the children
The Victim

Everyone needs to know exactly what to do if there is a problem. The victims are encouraged to tell the following people –

- Teachers and support staff
- Parents and carers
- Another pupil
- ALL incidents are then logged on CPOMS (recording system) where pastoral/ SLT have access.

Procedures for staff

- Staff take all forms of bullying and harassment seriously and intervene to prevent it taking place
- Staff record incidents on CPOMS. Concerns must be passed onto the pastoral team (B. Wood/ T.Christey) or a member of SLT. This will be investigated and patterns looked at.

Interventions

Parklee takes a problem solving 'No Blame' support group approach.

Parents and carers will be informed and kept informed during the intervention and the outcome

No Blame – How it works

When bullying has been observed or reported then 'No Blame' approach offers a simple seven step procedure which can be used by a teacher or other facilitator. Note that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method, the steps are summarised below.

Step 1 - talk with the victim

When the facilitator finds out that bullying has happened they start by talking to the victim. During this conversation, the listener encourages the victim to describe how

they feel with reflective comments such as 'that must be very hard for you',.. 'So you have felt really upset?'.

The purpose is not to discover factual evidence about this or other events. If the victim wants to include evidence in the account this is reframed to establish the resulting distress. The victim needs to understand and give consent to the process. They may want the perpetrator to understand how much distress has been caused talking to someone else who has been through the experience might give further reassurances.

The facilitator should end the meeting by
- Checking that nothing confidential has been discussed which should not be disclosed to the group
- Asking the victim to suggest the names of those involved, anybody who observed it and some friends who will make up the group.
- Inviting the victim to produce a piece of writing or a picture that illustrates their unhappiness.
- Offering the victim an opportunity to talk again at any time during the procedure if things are not going well.

The victim is not invited to join the group to present their own account as this could provoke accusations denial or justification and undermined the problem solving approach.

Step 2 - convene a meeting with the people involved
The facilitator arranges to meet with a group of pupils who have been involved and suggested by the victim. A group of 6/8 works well but can be adapted to suit.

Step 3 - Explain the problem
The facilitator starts by telling the group they have a problem – they are worried about 'John' who is having a very hard time at the moment. The facilitator recounts the story of the victim's unhappiness and uses the piece of writing/drawing to show their unhappiness. At no time does the facilitator discuss the incident or allocate blame to the group.

Step 4 share responsibility
When the account is finished, the listeners may look upset or be uncertain about he reasons for the meeting. The facilitator makes a change in the mood here by started that
- No-one is in trouble or going to be punished
- There is a joint responsibility to help John be happy and safe
- The group is being convened to help solve the problem

Step 5 - ask the group members for their ideas
Each member of the group is encouraged to suggest a way in which the victim could be held to feel happier. These ideas are stated in the 'I' language of intention. The facilitator makes positive responses, but does not go on to extract a promise of improved behaviour.

Step 6 - leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made it is left as a matter of trust.

The facilitator thanks them, expresses confidence in their positive outcome and arranges to meet with them again to see how things are going.

Step 7 - meet them again

About a week later, the facilitator discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process. These meetings are with one group member at a time so they each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone is not kept to their intention, as long as the bullying has stopped. The victim does not have to become the most popular person in school, just to be safe and happy.

The entire process showing the seven steps is available with the training video (Michael's story 'The No Blame Approach by Maines and Robinson 1992)
The work is based on the book 'Crying for Help' by Maines and Robinson 1992 – this is used across many schools due to the positive change it creates.

Incidents that are deemed to be bullying will be recorded in 'Seven Step Folder' Parents/carers of the perpetrator will be informed if this action has been taken.

The role of the Head and Deputy Head teacher

- The HT/DHT that reports annually to the governing body about the effectiveness of the anti-bullying and harassment policy.
- It is the responsibility of the HT to implement the school's anti-bullying strategy and ensure that all staff are aware of the school policy and know how to deal with any incidents.
- If the seven step approach solving approach has not been successful the HT/DHT will implement the schools behaviour management procedures. This will involve the perpetrator and their parents meeting with a member of senior leadership team to resolve the situation.

A role of the governors

- The governing body monitors the incidents of bullying and harassment that occur, and reviews the effectiveness of the school policy regularly.
- The governing body supports the SLT in all attempts to eliminate bullying and harassments form our school. This policy makes it very clear that the governing body does not allow bullying and harassment to take place in our school, and that any incidents that do occur are taking very seriously and dealt with appropriately.
- The governors require that accurate records of all incidents are kept and reported to governors when discussing the effectiveness of school strategies.

The role of the parents/carers

- Parents who are concerned that their child may be being bullied or who suspect that their child may be a perpetrator of bullying, should contact the school's class teacher immediately
- Contact with parents is essential and we listen to their views. They may be able to contribute important information and feedback to the school, but also become a significant part of the answer to the problem
- We are able to give advice to parents about possible signs of bullying and harassment and how they can help. We help parents to understand that even bullies need their self-esteem raised
- Parents have a responsibility to support the schools anti bullying and harassment policy and to actively encourage their child to be a positive member of the school. The chances of success are greatest when we find common ground.

Using a whole school approach to bullying, schools typically find

- Staff are more aware and vigilant to their response to bullying
- Fewer pupils report being bullied or that they are bullying others
- More people say that they would not join in bullying someone else
- More parents would tell a member of staff if they were being bullied

Awareness raising increases pupil's understanding of bullying and makes them more likely to report incidents. There may even be a temporary increase in reporting. In primary schools bullying is usually reduced within the first year of implementation. .

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