



POLICY AGAINST BULLYING 2015 - 2016



Crofton Academy Specialists in Maths & Computing Aims

At Crofton Academy every individual will be cared for, supported and challenged, to maximise their potential in order to create a feeling of self worth and ambition. This aspirational journey will allow each member of our community to develop individually within an ethos of respect, enjoyment, sense of belonging and provide a foundation for life long learning.

The Aims of the Academy

Values

The diverse needs of everyone are recognised and supported to promote equal opportunities to create an inclusive school.

Pledge

To foster a caring and safe environment built on mutual respect and clear expectations, where success is promoted and celebrated.

Opportunities

To offer broad, relevant and flexible opportunities that provide enjoyable and challenging experiences which maximise the life chances of all.

Staff

To nurture all staff through secure, supportive, continuous professional development. Care for staff extends to their well-being, ensuring their professional duties are effectively met.

Learning Environment

To provide a stimulating environment encompassing new technologies which reflect the changing needs of the local and wider communities. In response learners will be recognised as flexible and adaptable in the face of challenge and change.

Learner Achievement

The learner experience will enable the development of responsible, tolerant citizens encouraging ownership of their communities. Independent, reflective learners will flourish through opportunities to engage in creative exploration. Our learners will be confident and resilient enough to drive for success.

Partnerships

To initiate, promote and enhance a positive and lasting partnership between school, it's stakeholders and the wider community.

CODE OF CONDUCT

This is an extract from the Behaviour Policy which is provided in full for every student.

Everyone has the right to feel happy, safe and cared for, therefore, we expect all members of Crofton Academy to behave in a mature and sensible way.

We expect you to:

- show respect for each individual
- be polite and helpful
- aim to be calm whilst dealing with difficult situations
- listen to the views of others
- take responsibility for your own work, behaviour and property
- act in a way which helps guarantee the safety of everyone

YOUR RIGHTS

As you read this Code of Conduct remember it is designed to protect your rights as an individual; in school you have the right to:

- enjoy your successes whatever they are
- learn in an encouraging environment
- feel safe and cared for in school
- know that all adults in school are approachable if you are in difficulties
- know that your Group Tutor and Year Group Manager will go to the limit to help you achieve your best

YOUR RESPONSIBILITIES

In order to achieve our aims the following expectations must be met.

We should be prepared to learn by:

- being on time to lessons
- being properly prepared and equipped
- having homework completed on time
- being ready to listen carefully to what is said
- being ready to ask questions
- being aware of the need to use classrooms sensibly
- being ready to accept help and advice

We should be prepared to care for others and ourselves by showing:

- a consideration for the needs of others
- a willingness to give way to requests made for the benefit of others
- support for other people who are in difficulties – speak for them if they are unable to speak for themselves

and by:

- not chewing or smoking
- using appropriate language
- being honest
- respecting the property of other

For the purposes of this policy Bullying is defined as follows:

Bullying is behaviour which makes an individual or a group feel threatened, intimidated, hurt or unhappy.

'It should be clear that any acts of violence, bullying, racial or sexual harassment are seen as extremely serious offences and will be dealt with accordingly'

THE NATURE OF BULLYING

There are many definitions 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 many forms, but three main types are:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, making offensive remarks
- indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones, posting information on social web sites e.g Face Book, You Tube etc.

Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability. Internet or Cyber Bullying is becoming increasingly common.

Usually one pupil starts bullying a victim. There are often other pupils present.

These may:

- help the bully by joining in
- help the bully by watching, laughing and shouting encouragement
- remain resolutely uninvolved
- help the victim directly, tell the bullies to stop, or fetch an adult

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking close friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect - such as stammering
- having Special Educational Needs or a disability
- behaving inappropriately, intruding or being a 'nuisance'
- possessing expensive accessories such as mobile phones or computer games

Verbal bullying is common amongst boys and girls.

Boys experience more physical violence and threats than girls, although physical attacks on girls by other girls are becoming more frequent. Girls tend to use indirect methods which can be more difficult to detect and avoid.

BULLYING BY RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY

In racist bullying, a child is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other pupils from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as 'any incident which is perceived to be racist by the victim or any other person'.

Incidents can include:

- verbal abuse by name calling, racist jokes and offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults - even against food, music, dress or customs
- refusing to co-operate in work or in play

Sexual bullying impacts on both genders. In general, sexual bullying is characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendoes and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault
- negative reference to gender identity and sexuality

Pupils with Special Educational Needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

CYBER BULLYING: TEXT MESSAGES, MOBILE PHONES OR INTERNET

Independent research has suggested that Cyber Bullying is an increasing problem. Children should be careful who they give their e-mail address or telephone number to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let their parents see them. When pupils report cyber bullying the school will take the complaint seriously. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will be dealt with in line with the school Behaviour Policy.

Pupils must be aware that the posting of pictures, personal details or any other form of harassment on the internet will be viewed seriously. It must be noted that all members of the school community are protected under this guidance, pupils, staff and governors.

BULLYING: STAFF GUIDELINES

The result of bullying is that the victim feels isolated, frightened, humiliated and/or physically hurt.

Even the mildest form of bullying can result in having a lasting and detrimental effect on the life and academic progress of the victim. There have been cases of suicide and long term emotional damage resulting from severe or persistent attacks.

Because children are afraid of threats and reprisal, cases of bullying are often not reported by children and adults are not aware of the problem.

Bullying can occur in many forms:

- teasing
- name calling
- exclusion from a group
- damage to personal property
- theft
- harassment
- threats
- physical assault
- Cyber Bullying: Internet & Text Message

It is important that we are all aware so that we can ensure the well-being of every child.

Expectations and aims:

- all staff should be consistent in their expectations of behaviour
- children will be made aware of what constitutes bullying through this policy
- when an incident of bullying occurs an immediate response should be made
- the benefits of taking a stand against bullying needs to be recognised by the pupils as well as staff

- parents, governors and members of the local community will be made aware of the school's stance on bullying

Bullying Incidents – immediate action:

- however minor the incident appears to be staff should intervene to stop the incident
- the victim should be given protection and support
- the bully should be made aware that his/her behaviour is totally unacceptable

Other pupils in the group should be made to understand that bullying is not to be tolerated.

Form tutors should be informed of incidents of bullying as well as the Year Group Manager.

If a serious incident occurs in the classroom then the Head of Department should be informed, and that information passed on to the Year Group Manager.

If a serious incident occurs outside the classroom then staff must intervene and express disapproval; the victim should be given protection and support.

Names and details must be taken of those involved and the victim removed from the scene.

Help should be obtained from the YGM and Group Tutor.

Pupils should be made aware of:

- a) places they can go to where they will feel safe
- b) who they can contact for support
- c) how they can make staff aware of their problem even if they are shy or frightened eg a sympathetic teacher or friend who will help

DEALING WITH AN INCIDENT OF BULLYING

Tackling minor incidents will reduce the occurrence of more major bullying. 'Minor' incidents include name calling; looks; borrowing equipment; spoiling another pupil's work; it is a case of consistently establishing a reflection of these types of behaviour; in the classroom and around school.

Give protection by:

- simply moving closer to those involved
- taking some action - strong verbal challenge
- physically intervening between those involved but avoiding man handling
- if necessary removing either the bully or the bullied depending on circumstances, away from the scene

Give support by:

- involving GT and YGM.

- reassuring the victim that staff can and will help
- comforting the victim, avoiding apportioning blame
- offering long term support in the way of assertiveness training; developing coping strategies

Action:

- It must be made clear to all present that “this kind of behaviour is unacceptable”
- although disapproval might be shown initially in a more aggressive manner, it is important that disapproval is explained in a calm, rational way – avoid bullying the bully.
- In any follow-up work it is vital that possible alternative behaviour is explained. A full range of sanctions are available for specific incidents, but the long term aim must be to help the bully to tackle the underlying problem
- pupils will be made aware of how they can help eg by reporting incidents. This will help to maintain a pleasant environment for all.
- Direct communication between subject teacher and form tutor is best; though not always the easiest
- the form tutor should monitor and record incidents, to get an overall picture of individual pupils as bullies/victims as soon as a form tutor becomes aware of a pupil giving cause for concern, YGM must be informed
- naming of the bully, or bullies, is not always easy. Strategies to aid identification include using reliable pupils who witnessed the incident
- removing the victim from the scene might mean taking them to a quiet place
- in some circumstances, YGM will make specific arrangements with individuals, in need of a ‘safe haven’ eg library, clubs, homework rooms, jobs, etc

FIVE KEY POINTS

- ***never ignore suspected bullying***
- ***don’t make premature assumptions***
- ***listen carefully to all accounts - several pupils saying the same does not necessarily mean they are telling the truth***
- ***adopt a problem solving approach which moves pupils on from justifying themselves***
- ***follow up repeatedly, checking bullying has not resumed***

The school’s view is quite a simple one:

Bullying has no place in school or in life in general. We reject bullying entirely and will respond with consistent actions

We will always seek to be fair in our responses

In order to act against bullying, the relationship with parents is key. Parents will soon detect whether their child is unhappy or anxious about coming to school; if they have any concerns of this type we would ask them to contact their child's Head of Year and make their views known – we will always respond.

We have a positive atmosphere in school based on good behaviour. We encourage parents to help us deal with those aspects of life which are less acceptable

Information for Pupils

If you are being bullied try to:

- stay calm and look as confident as you can
- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

After you have been bullied you **must**:

- tell a teacher or another adult, by yourself or ask a friend to come with you
- keep speaking up until someone listens and does something to stop the bullying
- not blame yourself for what has happened

When you are talking to an adult about bullying, be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

PARENT GUIDELINES

Children who are being bullied may show signs of the following:

- fear of walking to and from school or often arrives home late
- are unwilling to go to school
- take different routes to school or ask you to drive them there
- their standards of work deteriorate
- their books or clothes often appear damaged
- they ask for extra money without giving a clear reason or steal money
- they become withdrawn or stammer
- stop eating
- cry themselves to sleep or have nightmares
- have unexplained cuts and bruises
- possessions go missing

- appear reluctant or refuse to say what's wrong

If you sense something is wrong you could take one or more of the following steps:

- talk to your son/daughter and encourage them to talk about school
- take bullying seriously, listen carefully and calmly get the facts
- keep a record of any suspicious incidents and contact a YGM or tutor
- encourage your child to talk about their problems then they will be dealt with
- help them practise strategies of assertiveness and encouraging them to say 'no'
- check your child is not directly 'inviting' the Bullying by calling others names or teasing them
- check you know where your children are and who they are with, particularly in the evenings
- we also ask you to support us if your child has been involved in bullying others

IF YOUR CHILD IS BULLYING OTHER CHILDREN

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor, explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people

Useful addresses

Child line

08001111

www.childline.org.uk

Advisory Centre for Education, IC Aberdeen Studios,
22 Highbury Grove, London, N5 2DQ

Tel: 020 77043370 Helpline: 0808 800 5793

(Mon - Fri pm 10.00-5.00)

Advice line for parents on all matters concerning schools.

Bullying UK

www.bullying.co.uk

A useful website that provides useful information & advice on how to combat bullying

Children's Legal Centre

Tel: 0845 1202948

(Mon - Fri 10.00 - 12.00 and 2.00 - 4.30)

Publications and free advice line on legal issues

www.Children'slegalcentre.co

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH

Tel: 0207 730 3300 Fax 020 7730 7081

Has a wide range of publications for young people, parents and teachers.

Bullying counsellor available (Mon—Fri 10.00 - 4.00)

www.kidscape.org.uk

Parentline Plus, 520 Highgate Studios,

53 - 79 Highgate Road, Kentish Town, London NW5 1TL

Tel: 0808 800 2222

www.parentlineplus.org.uk

National helpline for parents (Mon - Fri 9 - 9 Sat 9.30 - 5.00, Sun 10 - 3.00)