

St. Christopher's The Hall School

STATEMENT OF ANTI- BULLYING POLICY

At St. Christopher's we believe we should all work together to ensure every pupil, parent and member of staff, including governors, understands our bullying policy, and implements it effectively. We believe we should all help build a caring school where we all say, know and understand that any form of bullying is unacceptable. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with incidents quickly and effectively. We, including input from the school council, will review and evaluate our policy fully every year with recommendations from:-

Bullying – Don't suffer in Silence

Anti Bullying Strategy 2006 – 2010 – Kent County Council

Anti Bullying Guidelines – Durham County Council

New Perspectives on Bullying – Cowie and Jennifer - 2008 - OUP

Our Aims - To ensure our belief that all pupils should:-

- feel safe and happy at St. Christopher's
- have high self-esteem
- be self confident
- achieve their potential - socially and academically
- understand that all bullying will be challenged
- be supported if they are bullied
- tell an appropriate person if they are being bullied

Staff will endeavour to:-

- educate the perpetrator to appreciate the seriousness of the action and not to re-offend.
- make it clearly understood by all members of the school community that bullying will not be tolerated at St. Christopher's.
- prevent, as far as is possible, bullying taking place
- respond effectively to particular incidents
- raise awareness about bullying behaviour, challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help to build an anti-bullying ethos in the school, through staff training and the curriculum.

The St. Christopher's policy has four main stages:-

1. Awareness raising and consultation:

This includes input from all staff to re-enforce good practice

2. Implementation:

Clarity and consistency is required here so that staff know what to do when an incident is reported. Assemblies, Circle Time and role plays may assist.

3. Monitoring:

The Deputy Head will identify progress, check any records and remind staff of expectations on a regular basis.

4. Evaluation:-

Gain feedback from governors, staff, parents and pupils at least yearly.

At St. Christopher's we define bullying to be:-

- intentional disregard for the feelings of others and deliberately hurtful behaviour.
- negative behaviour causing stress
- persistent or repeated incidences of the above. There is a difference between the premeditation of cruel words or violent actions and a spontaneous outburst. For this reason, bullying can be defined as the repeated behaviour by individuals or groups.
- Behaviour causing suffering in a victim.

Bullying can take a number of forms:

- Emotional: being unfriendly, excluding, tormenting, making threatening gestures.
- Physical; pushing, kicking, hitting, punching or any use of violence.
- Racist: racial taunts, graffiti, gestures.
- Sexist: sexual harassment in any form is bullying.
- Homophobic: reference to, or focusing on, the issue of sexual orientation.
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: involving the internet, email, text messaging, social websites, chat rooms and mobile phone calls. Misuse of camera and video facilities. (DeputyHead has DCSF guidance document: Cyber bullying)
- Disability: exploiting a person's disability to harm or upset them.

We identify General Headings

Physical

Pushing
Pinching
Punching
Taking possessions

Verbal

Teasing
Name calling
Exclusion from group
Bullying because of race, gender, sexual orientation or disability.
Bullying by text, mobile phone and cyber.

We note the following to further assist staff identify and recognise incidents when they occur.

Signs/Symptoms which may be seen in a victim/sufferer of Bullying

- Introverted behaviour
- Unhappiness
- Low standard of work
- Complaints about other children from parents
- Attention seeking
- Reluctance to
 - a) come to school or
 - b) go out to play
- Low or short concentration span
- Generally uncharacteristic behaviour in a child or a change in their normal behavioural pattern.
- Unexplained bruises or scratches
- Lost belongings
- Become isolated at school
- Become distressed or change in eating
- Bedwetting

Who are the victims? Any child can be bullied. However, there are certain risk factors which make the experience of bullying more likely. These include:-

- Lacking close friends at school, lacking social skills
- Being shy
- Coming from an over protective family environment
- Being from a different racial or ethnic group to the majority
- Being different in some obvious respect from the majority
- Having special physical or educational needs
- Being a 'provocative victim' – a child who behaves inappropriately with others.

Prevention and Consequences

BULLYING BEHAVIOUR MUST STOP

To deal with episodes that we identify as bullying we aim to:-

- raise awareness among the staff and the parents/guardians of those involved
- put on a Report Book those instigating 'the bullying' for a minimum of two weeks, in which his/her behaviour in the classroom and on the playground during each school day will be closely monitored. We are also committed to working with 'those instigating' to modify their behaviour, as we are committed to working with the 'whole' child.
- encourage those children being bullied and those witnessing bullying to come forward to their teacher or any other adult employed by the school in the capacity of 'pastor' when instances or

repeated instances of bullying occur. The school must protect these children when bullying has been identified.

- inform the parents of those instigating of the nature and purpose of the Report Book, and to support and liaise with these parents so that all parties are working to the eradication of the problem.
- monitor use of internet and email
- encourage discussion in assembly, circle time and PSHE lessons

IN SERIOUS CASES, SUSPENSION OR EXCLUSION WILL BE CONSIDERED

5 KEY POINTS TO BE NOTED BY STAFF:-

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts
- adopt a problem solving approach which moves pupils on from justifying themselves.
- Follow up repeatedly, checking bullying has not resumed.

Responses:

The most effective way of dealing with bullying is to create an atmosphere in which it cannot flourish. Bullying can be brought to the attention of staff either by the victim(s), their friend(s) or other interested people. The response should involve corrective action and supportive action both for the victim and the bully. Investigations of the reported bullying should have a high priority, but discretion is important. The children should know that there is always somebody ready to listen and to provide immediate support.

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