

flint high school
ysgol uwchradd y fflint



ANTI-BULLYING POLICY

Revised February 2010

To be revised annually in conjunction with School Council and local and government initiatives. Information from consultation with Governors and FLAG to be analysed and used. Information supplied by YLMs about the year's problems and solutions to also be considered.

**FLINT HIGH SCHOOL
BULLYING POLICY**

(see also booklet for Parents entitled "Dealing with Bullying")

believe • achieve • succeed
credu • cyflawni • llwyddo

Rationale

Research has shown that having a school policy on bullying helps to combat bullying if:

- Everyone who works or learns within the school environment knows what the policy entails
- The policy is applied consistently
- Everyone believes in the policy

Entitlement

Students are entitled to a safe school environment. They are entitled to feel comfortable working in a tension free atmosphere. This contributes in no small measure to their performance, enhancing both their learning and their personal development. Developing and consistently implementing a policy helps to define incidents considered to be bullying and ensures up to date practice consistency. In addition different approaches to bullying may be considered as new research becomes available.

Aim of Policy

To maximise the quality of student learning by providing a safe and supportive environment for students.

Objectives

1. To provide a set of guidelines for staff with respect to action on bullying.
2. To ensure that governors, parents and students are aware of the procedures which are in place to deal with and prevent bullying.
3. To include an outline of the policy on bullying in the school prospectus and the school web site.
4. To involve the users of the policy in its development to develop their ownership of the policy.
5. To monitor the implementation of the policy regularly based on any recent experiences or new research.
6. To be immediately responsive to the needs of both the school and students with respect to bullying incidents.

Management Structures

It is the responsibility of every teacher to implement school policy on bullying.

Miss J. Pughe and the pastoral staff will oversee, implement and review the policy.

What do we mean by bullying?

“A bully is a person or group behaving in such a way which might meet needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of other people/person who are harmed by the behaviour.”

“A victim is a person or a group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.”
from “Stamp Out Bullying” by Maines and Robinson

All bullying is aggression either physical, verbal or psychological, although not all aggression is necessarily bullying. Bullying is the exertion of some sort of power, illegitimate power, by the bully over the victim. Bullying in the form of emotional or psychological aggression is much less visible to teachers but very painful to the victim. Vulnerable students are not always obvious to teachers although other students usually know what is happening. This is one of the reasons why it is important to work with students, to convince them (victims and others) that reporting bullying is not 'sneaking'. This must happen if bullying is to be eradicated.

Homophobic Bullying

Homophobic bullying will not be tolerated in Flint High School. If incidents are reported to us then we will seek advice from organisations such as the NSPCC and in extreme cases the police.

Examples of Bullying

Nasty incident - name calling, physical aggression

May be bullying and, even although an isolated incident would probably not be considered to be bullying, it should be addressed to retain student's confidence.

A series of one-off incidents from different people focused onto one person is bullying

Repeated incidents name calling by individual

name calling by individual or group, spreading tales, ganging up, sending to Coventry, physical aggression of any sort, whispering obvious to the victim.

repeated incidents is bullying

Planned incidents setting out to get someone, laying in wait, promising incident in future, threatening behaviour, spiteful notes.

Planned incidents is bullying even if it occurs only once.

Signs to look out

students who do not want to go outside at breaks

students who stay close to adults during breaks

students who lose their dinner money regularly

students who have more money than most

students who have frequent absences

students who appear unhappy, isolated or anxious

Course of Action

There are various strategies which may be employed depending on the situation. At all times the student who perceives that they are being bullied should be kept informed and should, as far as possible, feel that they are in control of the situation where they are concerned.

(i) **Isolated incident / initial act of bullying**

Discussion with a student perceived as the bully may be enough to prevent further occurrence. Whether parents are informed will depend on the seriousness of the incident. It is imperative that all incidents are documented. Copies of these documents are with YLM and the SMT involved with Anti-bullying policy. Group tutor must be informed.

(ii) **Repeated actions**

Dealing with bullying is very time consuming and the following might be dealt with by the YLM and a senior manager. It is imperative that accurate documentation is kept.

Parents should be informed and asked to come in to school

Bully and victim are counselled – it is seen as important that both bully and victim are helped.

- can the victim be trained to be more assertive or more skilled socially?
- can the bully be helped to control their aggressive behaviour or be more sensitive?
- Will an around-the-table meeting with all concerned (with friends if deemed suitable by YLM) be a way forward/

Sanctions imposed if appropriate
“No blame approach” if appropriate

Outside agencies may become involved if appropriate.

Frequent updating of circumstances must be done. After the bullying appears to have stopped there should be checks every two weeks for the next 6 – 8 weeks. In most cases the form Tutor would carry out these checks.

(iii) **Persistent cases**

Parents involved / outside agencies / further sanctions including internal or external exclusion if necessary.

Bullying off the premises.

Schools are not directly responsible for bullying off the premises. When a student does report bullying off the premises, a range of steps could be taken:

- Talk to the local police
- Talk to a relevant transport company
- Talk to another school if other students are involved
- Map safe routes to school and tell students about them
- Talk to students about how to avoid or handle bullying. Advise them not to use MSN, Face book or other social networking sites. They should not give their mobile numbers out and not answer unwanted texts

Informing the students

(via assemblies / tutor group / learning group / or one to one discussion / PSHE)

Bullying is not to be accepted as part of school life.

Bullying should be reported – if students are to be encouraged to do this staff must listen and take seriously all incidents reported by students or their friends.

Students must know that they can report incidents to any teacher but probably they should be encouraged to go to their tutor or Learning Manager.

Opportunities for discussion of bullying and strategies to deal with people being unpleasant is part of the PSHE programme.

Getting the group to reject bullying forms of behaviour is a powerful way of dealing with bullying.

What should we do

Our approach should be a whole school approach and every member of staff shares the responsibility of dealing with bullying.

Five key points:

1. Never ignore suspected bullying
 2. Don't make premature assumptions
 3. Listen carefully to all accounts – several students saying the same does not necessarily mean they are telling the truth
 4. Adopt a problem-solving approach which moves students on from justifying themselves
 5. Follow-up repeatedly, checking bullying has not resumed
- (i) **Vigilance** – all incidents which are seen and do not look friendly should be challenged / all “friendly” fights and scuffles should be investigated.
- (ii) **Presence** – students feel safe when staff are around. Staff and Leadership Group are visibly on duty throughout breaks. There is a Leadership Group presence during lunch break working alongside DRA's. The all-weather pitch is open to all students every lunch time and is supervised by two staff.
- (iii) **Communication** – all incidents should be passed on immediately to the Tutor or Learning Manager.
- (iv) **Follow up** – all reported incidents should be followed up and dealt with as soon as possible and feedback given to staff who reported the incident.
- (v) **Ethos** – the school ethos re bullying should be conveyed regularly to students via expectations re behaviour / school assemblies / tutorial work / dealing firmly and effectively with bullying incidents.
Our aim is an ethos that has mutual respect and tolerance of others at its core.
- (vi) **Students' views on and experience of bullying** can be investigated in a variety of ways, anonymous writing about bullying, or by questionnaire on safe / unsafe areas of the school and why any areas perceived as unsafe are seen in this way. Written work occasionally reveals a problem that may be disguised as creative writing. English staff especially should be aware of this.
- (vii) Training must be given as soon as possible to any new staff including Teaching Assistants, office staff and trainee teachers in both placements.

Care must be taken however as perceptions of children may vary as to what is bullying – a student is not necessarily a bully because another student says that they are. Learning Managers need to know their students and be in touch with their tutors so that they have as much information as possible to help them in their dealings with students.

Monitoring

Learning Managers will keep a record of bullying incidents which involve their year group.

Evaluation

A questionnaire will be completed by one form in each group annually. Analysis of the results will give some indication of the effectiveness of the policy. Using a different form in successive years to complete the questionnaire will also allow all students to express their views on bullying at least once during their time in school.

Checklist for development and review

- FLAG to assess policy March 2010
- School Council to discuss policy in March 2010 and then November 2010
- Governors to assess and ratify policy April 2010
- A Peer Counselling section to be added in July 2010 following staff and student training in March 2010
- Next whole policy review due November 2010 and annually thereafter
- Student questionnaires out and subsequently analysed in June (one group per year and form reps)
- Parental questionnaires out and subsequently analysed in October 2010 and annually thereafter