



The Chauncy School

# Anti-Bullying Policy

Compiled by Steve Walton  
March 2009

## Statement of Intent

At Chauncy we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell staff and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber- All areas of internet ,such as email & internet chat room misuse
- Mobile - threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities

## Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Chauncy School has a responsibility to respond promptly and effectively to issues of bullying.

## Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Procedures

- Students must report **all** bullying incidents to staff
- Bullying incidents will be recorded on the Green Bullying Report Form
- Members of staff are encouraged to deal with low level bullying incidents in the first instance
- Green Bullying Report Forms should be submitted to the Deputy Head Teacher (Pastoral)
- Depending on the nature of the bullying incident, the Deputy Headteacher (Pastoral) may liaise with relevant staff such as the Headteacher, Senior Leadership Team, Learning Coordinators, Pastoral Support Officers, Tutors, Teaching and Non-Teaching Staff to co-ordinate an investigation
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

- A range of sanctions may be applied depending on the nature of the bullying incident, for example:
  - Lunchtime Detentions
  - After School Detentions
  - Isolation from lessons
  - Fixed Term Exclusion
  - Permanent Exclusion
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, the Police and the Local Authority will be consulted
- An attempt will be made to help the bully (bullies) change their behaviour
- Where possible and where students are agreeable both victim and perpetrator should be encouraged to talk together with the aim of reconciliation
- The Deputy Headteacher (Pastoral) will collate evidence and produce termly reports for the Governing Body, Senior Leadership Team and the Local Authority

## Outcomes

1. Incidents are resolved quickly and efficiently with positive outcomes.
2. In serious cases, fixed term or even permanent exclusion will be considered
3. Where possible, the students 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.
5. Reported cases of bullying reduce over time.
6. An anti-bullying culture and ethos is developed within the school.

## Prevention

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- Swift and easy report and referral system
- Inclusive Peer Mentoring scheme
- Peer Mentor lunchtime drop in sessions in Room 10
- Termly Peer Mentor training
- Annual National Anti-Bullying Week Activities and
- Year Seven Anti-Bullying Day in November
- Annual Staff and Student training and workshops
- Primary Liaison to include anti-bullying awareness and introduction to Peer Mentors on taster days and primary visits
- "What if" and "Be A Loudmouth" Anti-Bullying posters in form classes, student noticeboard and Study Centre
- Anti-Bullying Webpage on School Website
- 'Be A Loudmouth' anonymous anti-bullying post box in Study Centre
- School Code of Conduct that highlights the importance of anti-bullying
- Agreed Student Behaviour Contracts
- Student Parent meetings

- Relevant information such as help lines for Child Line UK. Parentline Plus and Bullying Online available from Pastoral Staff and in form classes, student noticeboard and Study Centre
- Cross Curricular awareness for example:
  - Such as writing stories or poems about bullying
  - Drawing pictures about bullying
  - Reading stories about bullying or having them read to a class
  - Making up role-plays (or using KIDSCAPE role-plays)
  - Having discussions about bullying and why it matters
- Anti-Bullying Themed Assemblies
- Anti-Bullying set as a fixed agenda item for:
  - Pastoral Team
  - Peer Mentor Team
  - School Council
  - Parenting Club
- Annual Anti-Bullying session prepared for Parenting Club

### HELP 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
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

Policy last revised: 24 March 2009  
 Policy Revised by: Steve Walton (Deputy Headteacher Pastoral)

# The Green Bullying Report Back Sheet

## Bullying \ Racist Incident Report Back Sheet

Member Of Staff		Subject	
Date		Period	

### Description of Incident

Please write a description of the incident giving a precise account including times and any witnesses. Attach any further information (e.g. pupil's accounts, witness accounts, notes of meetings):

.....

.....

.....

### Action taken

Please write a brief description of the action that you have taken so far:

.....

.....

.....

Student Names	Age \ Yr Grp	Log Code	Victim (s)			Incident Code	
			M	F	Ethnicity Code	Bullying	Racism
1							
2							
3							
4							
5							

  

Student Names	Age \ Yr Grp	Log Code	Perpetrator (s)			Incident Code	
			M	F	Ethnicity Code	Bullying	Racism
1							
2							
3							
4							
5							

### Log Code

- P Physical
- V Verbal
- R Racist
- S Sexist
- H Homophobic
- O Other (Please state)

### Ethnicity Codes

- (A) White**
- 1 White British
  - 2 Irish
  - 3 Traveller from Irish Heritage
  - 4 Gypsy \ Roma
  - 5 Any other White background
  - 6 Italian
  - 7 Turkish
- (B) Mixed**
- 1 White and Black Caribbean
  - 2 White and Black African
  - 3 White and Asian
  - 4 Any Other mixed background

### (C) Asian or Asian British

1. Indian
2. Pakistani
3. Bangladeshi
4. Any other Asian background

### (D) Black or Black British

1. Caribbean
2. African
3. Any other Black backgrounds

### (E) Chinese

- (F) Any other ethnic group**  
**(G) Information not available**

### Bullying Incident Codes:

- B1 Isolation / ignoring
- B2 Feeling harassed
- B3 Teasing
- B4 Verbal abuse / name calling
- B5 Threats, including threatened assault
- B6 Physical assault
- B7 Graffiti or written
- B8 Internet related
- B9 Mobile phone / texted / camera phone

### Racist Incident Codes:

- R1 Isolation / ignoring
- R2 Feeling harassed
- R3 Teasing
- R4 Expression of prejudice / stereotyping
- R5 Verbal Abuse, racist language / and or racist name calling
- R6 Threats, including threatened assault
- R7 Physical assault
- R8 Racist literature, insignia, graffiti, texted or written racism

Please return this form to Reception ASAP



## Ways of working with an individual who is experiencing bullying

- Ensure the student understands that it is not their fault.
- Praise the student for 'speaking out' as this takes courage and is the first step to solving the problem.
- Deal with the incident following school procedures.
- Understand that being bullied knocks confidence .. that the student may well believe what the bully has said. The following are steps to help the student to not think of themselves as a victim:
- Help the student make a list of all the good things/talents/areas of strength they have -this list can be reflected on regularly. Celebrate success wherever possible.
- Help the student to talk about themselves in a positive manor" 'I am getting better at.....', I find it hard to do this but I am good at that.....:
- Help them to identify ways of developing skills in whatever they are interested in ie football, dance, singing etc
- Encourage student to join in extra curricular activities, both in school and in the community. By getting involved in other things it helps to build their confidence, develop other interests and friendships.
- Encourage the student to keep a diary, writing down what happens and how they feel. This is important for reflecting on with the student to develop helping strategies.
- Help the student to 'think ahead', to recognise when they start to feel threatened and take avoidance strategies before a situation develops.
- Use Peer Mentors and Buddy system.

Using the above strategies, help the student to take a proactive role in securing a positive outcome by:

- Identifying the problem
- To explore the alternatives and consequences
- To choose the next step
- To act upon their choice
- To evaluate the results

Remember to document everything and place on student file.

## Ways of working with an individual who is the perpetrator of bullying

- Deal with the incident following school procedures.
- Impose sanctions as necessary, following school procedure.
- Understand that a bully can often be a victim themselves, either in the past or at home. Their confidence and self esteem could be very low resulting in bullying tactics to make them feel good about themselves -this possibility needs to be explored with care. The following are strategies that can be used:
- Help the student to take ownership of their behaviour -remember: it is the behaviour not the person.
- Help the student make a list of all the good things/talents/areas of strength they have -this list can be reflected on regularly. Celebrate success wherever possible.
- Help the student to talk about themselves in a positive manner -'I am getting better at.....', I find it hard to do this but I am good at that.....:
- Help them to identify ways of developing skills in whatever they are interested in ie football, dance, singing etc
- Encourage student to join in extra curricular activities, both in school and in the community. By getting involved in other things it helps to build their confidence, develop other interests and friendships.
- Encourage the student to keep a diary, writing down what happens and how they feel. This is important for reflecting on with the student to develop helping strategies.
- Help the student to 'think ahead', to consequences of choices made.
- Use Peer Mentors and Buddy system.
- The use of mediation if the victim agrees.

Using the above strategies, help the student to take a proactive role in securing a positive outcome by:

- Identifying the problem
- To explore the alternatives and consequences
- To choose the next step
- To act upon their choice
- To evaluate the results

Remember to document everything and place on student file.



**'BE A LOUD MOUTH'**



**BEAT BULLYING AT CHAUNCY**

**PEER MENTORS CAN NOW BE FOUND  
IN ROOM 10 EACH LUNCHTIME**

**SPRING 2009**



**'BE A LOUD MOUTH'**



**BEAT BULLYING AT CHAUNCY**

**DON'T FORGET! IF YOU HAVE A PROBLEM OR JUST  
NEED SOMEONE TO TALK TO, REMEMBER THAT PEER  
MENTORS ARE TRAINED AND READY TO LISTEN.**

**ROOM 10 LUNCHTIMES**



**'BE A LOUD MOUTH'**

**BEAT BULLYING AT CHAUNCY**

**IF YOU KNOW SOMEONE  
WHO IS BEING BULLIED**

**IT IS IMPORTANT THAT YOU SUPPORT THEM**

- **IT IS IMPORTANT THAT YOU TELL A TEACHER OR ANOTHER ADULT.**
- **IF NOT YOU ARE ALLOWING THE BULLYING TO CONTINUE, YOU MIGHT AS WELL SAY THAT YOU THINK THAT BULLYING IS ACCEPTABLE. IF THAT'S TRUE HOPE THAT ONE DAY THAT IS NOT YOU**
- **USE THE SUGGESTION BOXES; REMEMBER YOU CAN EXPLAIN WHAT IS HAPPENING WITHOUT LEAVING A NAME**



# 'BE A LOUD MOUTH'

## BEAT **BULLYING** AT CHAUNCY

### **IF YOU ARE BEING BULLIED**

- REMEMBER **IT IS NOT PERSONAL** EVEN THOUGH IT MAY FEEL AS IF IT IS
- YOU DO NOT HAVE TO TOLERATE BULLYING
- **SPEAK TO A TEACHER** OR OTHER ADULT
- THAT PERSON SHOULD BE **SOMEONE YOU TRUST** AND FEEL COMFORTABLE WITH
- **TELL THEM** WHAT HAS BEEN HAPPENING
- TRUST THE TEACHER ADULT TO TACKLE THE SITUATION - PERHAPS TRY TO TELL THEM WHAT YOU WOULD LIKE TO BE DONE
- **REMEMBER THAT BY TALKING YOU ARE DOING THE RIGHT THING**
- USE THE **SUGGESTION BOXES** - REMEMBER YOU CAN EXPLAIN WHAT IS HAPPENING WITHOUT LEAVING A NAME
- SPEAK TO A MEMBER OF THE STUDENT COUNCIL OR A **PEER MENTOR**
- SPEAK TO A FRIEND AND ASK FOR **ADVICE**
- **KEEP A DIARY** OF WHAT IS HAPPENING WHILE YOU FIND SOMEONE TO TALK TO
- LEARN TO BE **ASSERTIVE**