

BURFORD SCHOOL



Burford School

Anti-Bullying Policy



INVESTOR IN PEOPLE





Burford School

Anti-Bullying Policy

This policy was approved by the governing body in November 2009

This policy will be reviewed in November 2011

Introduction

The aim of the policy is:

- To ensure that the school and governors recognise their responsibility to have effective strategies to tackle bullying as part of the whole school behaviour policy
- To promote school values which reject bullying and promote co-operative behaviour
- To provide clear and effective guidance for staff so that they will be alert to signs of bullying and racial harassment, intervene and take appropriate action to support those who bully and those who are bullied.

Definition

Bullying can take many forms but the three main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks
- Indirect – spreading nasty stories about someone, excluding someone from social groups.

Most incidents of bullying have three things in common:

- It is deliberately hurtful behaviour

- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves.

Implementation

Burford School has Behaviour and Equal Opportunities Policies which should be used in conjunction with this policy to facilitate a healthy social and learning environment. The school aims to prevent bullying, not just deal with any bullying incidents, through:

- Using the curriculum to raise awareness of what constitutes bullying
- Giving pupils opportunities to talk about bullying
- The effective use of the school grounds as a social area
- Pupils feeling able to tell staff if they are being bullied
- Responding promptly and consistently to any bullying behaviour
- Involving the whole school community including families, governors, pupils, teaching and non-teaching staff.

In investigating an incident of bullying it is important to ensure there is:

- An immediate response from the person to whom the incident is reported
- An analysis of the behaviour to determine whether a report form should be completed
- Thorough discussion with all parties, appropriately recorded
- Support for those who are bullied and those who bully through the 'No Blame Approach' which is used throughout the school.

The procedure to ensure the above points are addressed, are detailed within Appendix 1 of this policy and are linked to the Behaviour Policy.

Procedure When Incidences Are Reported:

- If an incident is reported by a child, adult it is reported to should discuss with parties involved how the 'victim' is feeling and encourage children to suggest positive ways forward. Incident should be recorded on ABC chart (Appendix 2) and child(ren) should be informed that it has been recorded. Explain to child(ren) if incident is repeated then parents will be informed. Head to be informed of any incidents recorded in incident folder.
- If there is more than one incident involving the same child within a term, this needs to be treated as bullying and 'No Blame Approach' is to be implemented (see attached sheet – Appendix 3).
- Once No Blame Approach is used, a bullying report form (Appendix 4) should be filled in and parents of children involved should be notified of steps being taken to address situation. When parents are informed, there should be confidentiality of children involved as it is the behaviour we are interested in stopping, not reprimand which could inflame the situation.
- If a meeting is requested by a parent to discuss any issues, information is recorded on attached sheet & outcomes of the meeting recorded (Appendix 5) and signed by parent and teacher. A copy of this should be given to the Headteacher.

The No Blame Approach can be used by any class teacher and does not have to be done by the Headteacher or Deputy Headteacher . However, a report form MUST be filled in for each incident reported and given to the Headteacher so she is aware of the situation. If the child is on the SEN register, a copy also needs to be put in the teacher's SEN file and given to the SENCo.

Please remember that at all times, the behaviour should be removed from the child. This needs to be made explicit when talking to children i.e. it is not the child who is 'naughty' or 'silly' but the behaviour.



ABC Chart

Name:

Class:

Date	A Antecedent	B Behaviour	C Consequence	Staff Initial



The 'No Blame Approach'

When bullying has been observed or reported the following steps should be taken:

- **Step one:** interview with the victim. When the teacher finds out that bullying has happened he/she starts by talking to the victim about their feelings. He/She does not question him about the incidents but does need to know who was involved.
- **Step two:** convene a meeting with the people involved. The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six or eight young people works well.
- **Step three:** explain the problem. The teacher tells them about the way the victim is feeling and might use a poem, a piece of writing or a drawing to emphasize their distress. At no one time does he/she discuss the details of the incidents or allocate blame to the group.
- **Step four:** share responsibility. The teacher does not attribute the blame but states that he/she knows that the group is responsible and can do something about it. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.
- **Step five:** ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.
- **Step six:** leave it up to them. The teacher ends the meeting by passing over the responsibility to the group to solve the problem. He/She arranges to meet them again to see how things are going.
- **Step seven:** meet them again. About a week later the teacher 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.

What do you do if there is a serious incident of violence?

When a pupil seriously assaults another pupil then the usual sanctions must be applied, even calling the police if appropriate. This does not mean that the 'no blame approach' cannot be tried as well since the particular incident of violence would not be discussed. The issue addressed is the misery of the victim and how that might be alleviated.



Burford School

Anti-Bullying Report

Child's Name:

Staff Name:		Position:		
Date	Subjected to (Class)	Subjected by (Class)	Evidence	Outcome/Next Stage

STOP (several times on purpose)



Record of Meeting With Parent/Carer

Child's Name:

Date:

Class:

Main Issues Discussed:

Agreed Outcomes Of Meeting:

Signed (Class Teacher):

Signed (Parent/Carer):