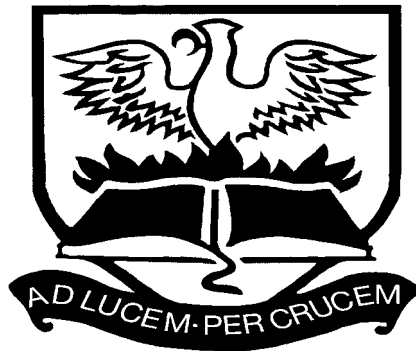


ARCHBISHOP BLANCH SCHOOL



BULLYING OR PEER ABUSE POLICY

POLICY WRITTEN BY:

DATE POLICY PREPARED:

RATIFIED BY GOVERNING BODY:

DATE POLICY REVIEWED:

DATE FOR NEXT REVIEW:

LEA ADOPTED POLICY

January 2006

July 2009

September 2008

Summer 2011

POLICY ON BULLYING OR PEER ABUSE

Rationale:

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

This school operates a zero tolerance bullying policy and believes that each individual should be able to come to school every day with the knowledge that they will not be threatened mentally, verbally, or physically. No one has the right to inflict pain or stress.

The aims of the policy are:

1. To use every member of the community as a resource to counter bullying
2. To use Personal, Social, Health and Economic (PSHE) as a means of developing social skills and increasing self esteem
3. To ensure victims of bullying are given on-going help and support

Principles:

To achieve these aims the policy is based on the following principles:

- ◆ The unacceptable nature of bullying is made clear to the bully and his/her parents
- ◆ To involve peer pressure to minimise bullying behaviour
- ◆ Through the PSHE curriculum make clear to all pupils the school's expectations of good social behaviour
- ◆ To give the help and support necessary to bring about changes in behaviour
- ◆ That outside agencies should be involved if and where necessary

DEFINITION OF BULLYING

“This is the wilful, conscious desire to hurt, threaten or frighten someone”. Other forms include intimidation or other behaviours, which cause anxiety or distress. The context during which the act occurs must be taken into account. The bully will use the twin weapons of **THREAT** and **FEAR**. It is a behaviour which can be defined as the repeated attack, verbal, physical, psychological, social or the use of technological devices on those who are powerless to resist.

GUIDELINES

- Any incident of bullying should always be listened to, investigated and recorded
- The bullied pupil should be encouraged to record the incident(s) in writing and this account should be passed to the Form tutor and Year tutor
- The alleged bully should also give a written account of events
- These written accounts should always be passed to the Year tutor who will inform the Form tutor and other members of staff involved of the action taken
- A letter should be sent to the parents/carers of the alleged bully and the alleged victim should be contacted (home addresses should not be given) outlining the incident and the action taken. Parents should be clear that the school takes this behaviour seriously and the standards of behaviour that are acceptable
- Parents may be invited into school to discuss the incident
- In severe cases of bullying the alleged bully may be either internally or externally excluded for a fixed period while discussions with staff and parents take place
- Any pupil reporting bullying should be listened to with care and given reassurance but should NOT be promised confidentiality, as staff may need to refer to others. Reassurance is necessary so that the pupil knows he/she has been right to report the incident and that being bullied is not his/her fault and he/she is unlikely to be the only one who has suffered
- It should be made clear to the alleged victim that the alleged bully's behaviour is his/her own responsibility and is never the fault of the pupil who rightly complained
- Leading questions should not be asked; instead open questions that encourage the pupil to talk should be asked. Such questions should not imply criticism of the alleged perpetrator.

It should be explained to the alleged victim what will happen next (e.g. talk to) and that they will be supported throughout the process.

- Brief notes should be written at the time and written up later. The original notes should be retained. A record should be made of the date, time, place and any noticeable non verbal behaviour and the words used rather than a re-interpretation
- In a serious case a teacher may well need support and if required should not hesitate to ask for it from either from their Line Manager or from a member of the Senior Leadership team
- The issue of bullying will be addressed in PSHE and can also be used in Assemblies taken by the forms themselves or by members of staff. The assembly is probably more effective if the issue is raised by the pupils themselves and suggestions coming from them should be encouraged
- Where a regular pattern of truancy emerges or regular reporting of illness occurs in school all staff need to be alert to the fact that a possible cause of this might be bullying. Deteriorating work might also be a signal.
- Form tutors should be watchful and observe social relationships within the form and keep a record of any bullying incidents and the action taken.
- Year tutors should encourage colleagues to be watchful and to discuss potential problems. Again records of incidents and actions should be taken
- Involvement of the support staff is also essential as they have an overview of what is going on around the school and at lunchtime. They should know that they have the backing of the Senior Leadership team who welcome their observations.