



Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment

ST OSMUND'S MIDDLE SCHOOL

Ⓢ Anti-Bullying Policy Ⓢ

"We want to prevent ALL types of bullying within our school"

The pupils of St Osmund's define **bullying** as:

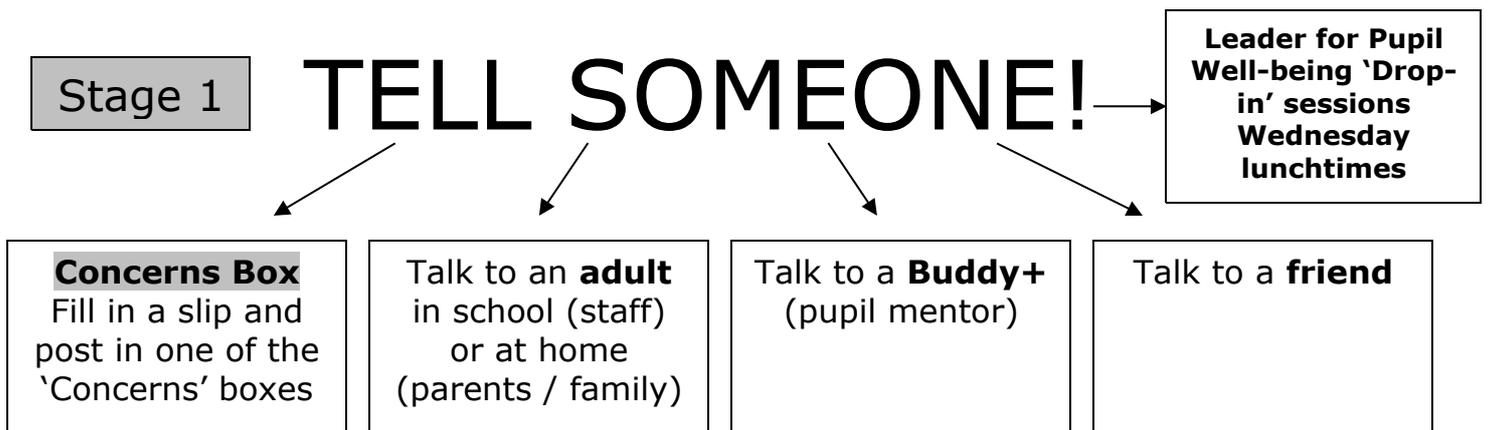
"aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms"

We list the types of bullying as:

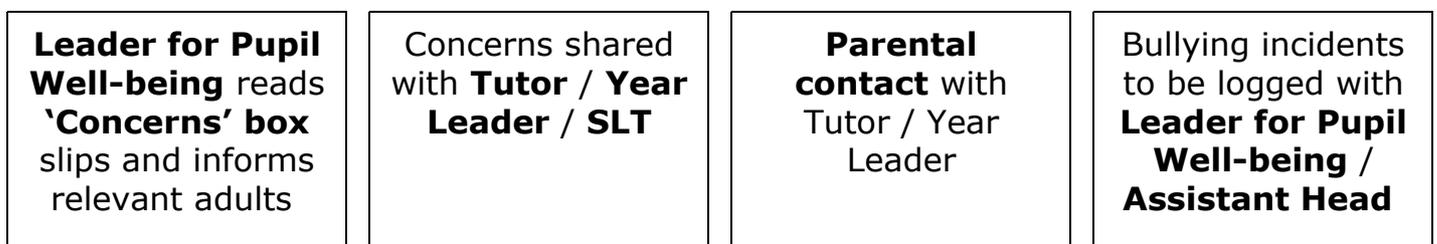
- **Emotional** - spreading rumours, hiding things, excluding or tormenting;
- **Physical** - pushing, kicking, hitting or any form of violence;
- **Verbal** - name-calling, threats or sarcasm;
- **Cyber** - all areas of internet misuse, mobile phone including texting, misuse of cameras and video facilities.

Tackling and dealing with bullying:

"We strongly encourage pupils, staff or parents to report any concerns about bullying by ANYONE within our school"



Stage 2 What happens next?



Stage 3

Action to be taken by school

Form Tutor Role:

- Liaison with Year Leader
- Monitoring of behaviour, investigation / collect evidence
- Pastoral care of pupils
- Appropriate sanction applied
- Point of contact for all staff, pupils and parents
- Inform staff via email / briefings

Year Leader Role:

- Liaison with Tutor
- Appropriate sanction applied
- Mentoring of pupils concerned
- Home / School contact
- Referrals to Leader for Pupil Well-being / Assistant Headteacher

Leader for Pupil Well-being / Assistant Headteacher roles:

- Responsible to keeping records of incidents and evidence in the school Bullying Log (***sanctions agreed upon will link with Behaviour Policy***)
- Support / mentoring for staff dealing with incidents
- Direct lead with severe cases of bullying

Stage 4

Anti-Bullying support packages

Pupil with bullying behaviours to attend meetings with Year Leader, Leader for Pupil Well-being or Assistant Headteacher as organised

ELSA or Behaviour Support Team input if necessary

Form Tutor to continue support and monitoring

All staff to be aware, monitor and feedback to Tutor / Year Leader on any observations

Well-being Support:

- Agreed care support for pupils concerned (both victim and bully.)
- PSHCE input with individuals / groups

Regular Home / School contact

Stage 5

Monitoring

"We are keen to monitor bullying within our school and will compile data to record the reasons for bullying, places and times where incidents occur. We will use this data to help reduce and hopefully prevent incidents in the future"

Strategies for managing incidents of bullying

Most incidences of 'bullying' are not the actions of stereotypical bullies. Rather, they are the inappropriate actions of normal children as they come to terms with new relationships. It is our practice, therefore, to help such children to understand the consequences of their behaviour and to develop their social skills in a positive way. At all times it is made abundantly clear that the behaviour is unacceptable, but the child is not labelled or ostracised. The no-blame strategy (as below) has proved effective in many cases. It has the advantage of drawing the child into the group and of enhancing the self-esteem of all concerned. The term 'no-blame' refers to the **7-Point Approach**. We accept that a small number of pupils fail to respond to this approach and persist in unacceptable behaviour. In such cases sanctions may well be imposed until the situation is resolved.

THE 7-POINT APPROACH TO BULLYING

STEP ONE – INTERVIEW THE VICTIM

When the teacher finds out that bullying has happened she starts by talking to the victim about her feelings. She does not question him about the incidents, but she does need to know who was involved, including non-participant spectators. She encourages her to write down the effects of the bullying, how it makes her feel.

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 to eight people works well.

STEP THREE – EXPLAIN THE PROBLEM

She tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise her distress. At no time does she discuss the details of specific incidents or allocate blame to the individuals or the group.

STEP FOUR – SHARE RESPONSIBILITY

The teacher does not attribute blame but states that she knows that the group can do something about it, something to help.

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 she 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. She arranges to meet with them again, individually, a week later 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.

"We are keen to make the following statements and suggestions as ways of overcoming bullying or helping those involved move forward:"

- **'Coming clean'** – if you admit to your involvement and actions in the incident, you will be respected and may receive a lesser sanction. As we state in our school 'Respect Charter'

At St Osmund's everyone has the right to expect honesty

We agree that all members of our school should be honest at **all** times.

- **Be proud** of 'TELLING SOMEONE' – it will make a difference to helping other's move their lives forward (both the victim **and** the bully!)
- Use a **'Time-out'** to cool down your emotions before getting into conflict.
- Remember there are plenty of **'safe places'** to go and be with others if you feel threatened or worried.