



TWEEDMOUTH COMMUNITY MIDDLE SCHOOL

WHOLE SCHOOL POLICY ON BULLYING - October 2015

RATIONALE

Our over-reaching aim is to enrich the lives of our pupils by providing an inspirational environment where they can fulfil their potential.

Other aims:

- to provide a happy, safe, secure and stimulating environment for everybody
- offer opportunities for the pupils to reach their full potential academically, physically, socially, morally and culturally
- nurture good behaviour, raise self-esteem, foster positive relationships and encourage respect through our whole-school R.E.S.P.E.C.T. ethos

Quoting from our school prospectus:

“School will endeavour to raise awareness about bullying and promote an antibullying culture. The subject of bullying is addressed in assemblies throughout the year, and discussed in tutorial

(registration) groups on a regular basis. Posters highlighting our antibullying campaign are prominently displayed in classrooms and corridors. Children will also be issued with information in their school planner about bullying and what to do if they feel they are being bullied. We actively take part in antibullying week and use the Peer mentors from Berwick Academy whenever possible.”

We initially gained accreditation from the Antibullying Alliance, and are currently seeking reaccreditation following a change to the acceptance criteria by Northumberland County Council

DEFINITION OF BULLYING



Bullying is the use of aggression with the intention of hurting, frightening or intimidating another person. It can be repeated or be a one-off incident.

Bullying is harmful to pupils in the following ways:

- Increased absence from school, or lateness to school;
- Having fewer friends - either a reality or a perception;
- Causing unhappiness in and out of school;
- Loneliness and insecurity;
- Promoting low self-esteem and negative self-image.

All of these factors have a major, negative effect on the pupils' ability to learn and develop while in school.

The main types of bullying are:

- PHYSICAL – hitting, kicking, pushing, punching
- VERBAL – name calling, insulting, making offensive remarks, teasing, spreading rumours
- EMOTIONAL – exclusion from social groups, subject of rumours, hiding belongings, threatening gestures
- RACIST - racial comments, graffiti or gestures
- SEXUAL - unwanted contact, comments or suggestive actions
- HOMOPHOBIC - because of, or about the issue of a pupil's sexuality
- CYBER - covering ALL areas of the internet, such as email and internet chatroom misuse; threats by text, social networking media (predominantly Facebook, Ask.fm, Snapchat), camera phones, video and Blackberry Messenger.

All of these types are deliberately harmful, repeated, often over a period of time and difficult for the victims to defend themselves against.

STRATEGIES FOR DEALING WITH BULLYING



The school will endeavour to raise awareness about bullying and to promote an Anti-Bullying ethos. Anti-Bullying will be featured in assemblies and be discussed in tutorial periods on a regular basis. Posters highlighting bullying will be prominently displayed in classrooms and corridors. Children will also be issued with information in their school planner about bullying, and what to do if they feel they are being bullied. We encourage pupils to follow the general advice “Don’t suffer in silence - there is always someone to talk to at TCMS.” We actively take part in the anti-bullying week using peer mentors from the High School. We have gained anti-bullying accreditation and will seek to keep this status. We ask all pupils to Say No! to bullying by signing our antibullying board in the School Hall. This is repainted every year to include the new intake in this worthwhile statement.

Principles

We have a very clear set of principles towards bullying:

- Any form of bullying will NOT be tolerated, and we act quickly if it happens. However, we can only do this when it is reported as quickly as possible
- We will ensure that all pupils understand the system for reporting incidents
- All allegations will be investigated thoroughly and necessary action taken - parents will also be informed where appropriate
- Records are kept of all incidents, whether classified as bullying or not, to allow on-going monitoring of pupils at risk of bullying or being bullied
- Support is available to all victims of bullying as well as those pupils who demonstrate bullying behaviour.
- Special guidance for dealing with homophobic bullying is included at the end of this policy

Our overriding aim is to try to ensure that if bullying occurs, it is not repeated.

Procedures

- Reported incidents will be dealt with immediately by the member of staff to whom it is reported. Details of all pupils involved are recorded, along with brief details of the incident, and passed onto our AB coordinator/Deputy Headteacher - Mr. B. Hulbert



- Mr Hulbert will then carry out a more detailed investigation. Victims/aggressors/bystanders will be interviewed and recorded. These reports will be collated by the Deputy Headteacher and held for review and further action where necessary.
- Victim's and aggressor's parents will normally be informed
- Mediation will usually take place between victim/aggressor and Mr. Hulbert. Victim's feelings are placed high on the agenda and explanations are sought from aggressors. The teacher will offer support to the victim/aggressor through our ELSA trained support staff and/or our Peer Mentors.
- Each case is monitored thereon, to ensure there is no repetition of the bullying behaviour.
- Where cases are deemed serious, or where there is repetition, the following sanctions may be applied according to scale: warning, removal from class, detention, internal exclusion at breaktimes and lunches, exclusion from certain areas of the school, fixed-term exclusion, permanent exclusion.

GUIDELINES FOR PARENTS, PUPILS AND TEACHERS

Parents

Always contact school if your child discloses a bullying incident to you. This will be taken seriously, investigated and you will be informed of the results of this. The school cares and action will be taken where necessary. Allow time for the problem to be addressed, as this is not always as straightforward as it might seem. Please also let school know whether you are satisfied, or not, with the outcome - your feedback is very important to us.

Check your child's use of the internet and of course social media websites. Have control of passwords for PCs, laptops and all portable devices. If they are receiving inappropriate or threatening messages, save the message, report it to the provider and contact the police. Please also give details to us so that we can take appropriate steps in school. Above all, talk to you child about the inherent risks that the internet poses, and strategies for dealing with the risks.

We have copies of 'Preventing Bullying - a guide for Parents', from Kidscape available to send to you if needed. You can also follow the link:

<http://www.kidscape.org.uk/media/152791/kspreventingbullying.pdf>



Pupils

If you are being bullied follow our **5-point plan**:

1. Try not to show you are upset
2. Try to ignore the bully/bullying behaviour
3. Say **NO** to the bully, and keep your friends with your. Try **NOT** to be on your own
4. Walk away quickly and confidently (even if you are afraid)
5. **IMMEDIATELY** tell someone: an adult, a Peer Mentor, your family, a friend.

If you see bullying behaviour , TELL someone. Show bullies that it is not acceptable. We all have a responsibility to stop bullying at TCMS.

Teachers

Staff must work together to keep the 'bullying' profile high. This will be done through regular discussion at staff meetings and with pupils in registration times as well as through anti-bullying week, assemblies, posters etc.

- Suspected bullying must never be ignored.
- Always use the laid-down procedure in dealing with any incident.
- Be vigilant for incidents of verbal bullying (put-downs etc) in class.
- Be vigilant when pupils are approaching, entering and leaving the classroom.
- Patrol all relevant areas when on duty; toilets, secluded areas, lines etc.
- Share knowledge about incidents/suspicious with each other, and via staff notice boards.
- Offer support to victims and check for repetition.

SANCTIONS

These are broadly in line with the Tweedmouth Community Middle School Behaviour Policy/Positive Behaviour Policy, and may include:

- A warning
- Removal from class
- Detention
- Internal exclusion at breaktimes and lunches



- Exclusion from certain areas of the school Fixed-term exclusion Permanent exclusion.

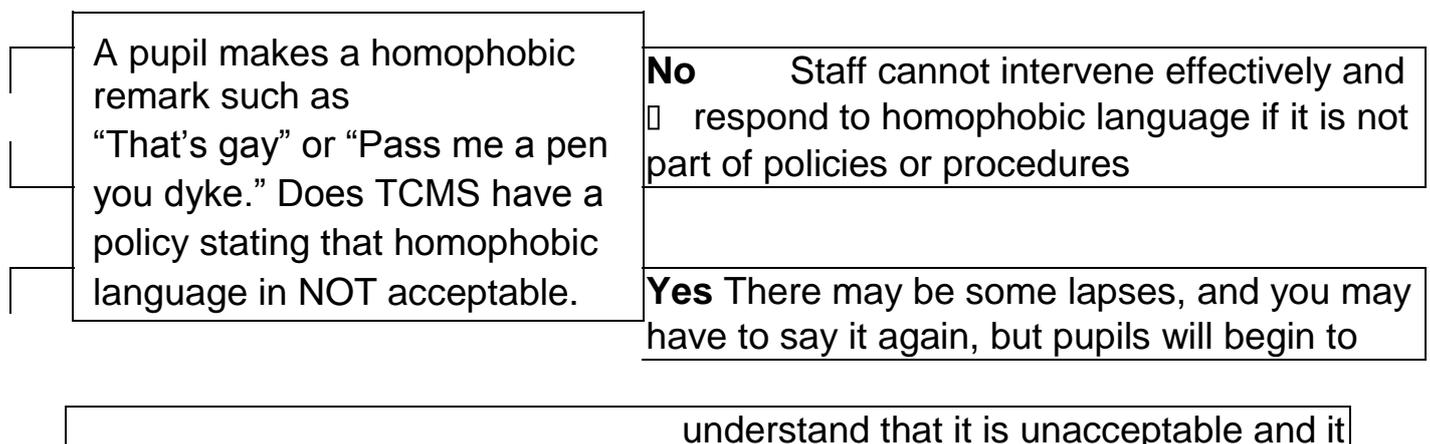
HOMOPHOBIC BULLYING

Special guidance is given specifically for this form of bullying. We aim to create an inclusive environment in school, and recognise that a whole school approach vital for pupils to feel safe and to reach their full potential. It will be recorded using the same systems as any other form of bullying, providing interview with pupils and parental involvement where necessary. Reported cases are regularly reviewed and monitored.

We will:

- identify and acknowledge all forms of bullying
- challenge the use of improper language such as calling someone 'gay' even when it is based on misconceptions, discussing it with pupils and parents where necessary.
- promote a positive social environment
- ensure staff read and understand our Antibullying Policy, and provide training where necessary
- provide information for pupils through assemblies and regular antibullying events
- include homophobic bullying activities in antibullying events
- use outside agencies/expertise to address teachers during INSET
- not make any assumptions about any pupil(s)
- Celebrate achievements such as falling recorded incidents with pupils/staff/Governors

Flowchart for adults to use with pupils who use homophobic language





Yes

Record incident using an incident report form (BH). Tell the pupil that homophobic language is NOT acceptable at TCMS. Explain that this language is offensive and a form of bullying. Does the pupil understand?

will stop.

No

The culture at TCMS changing. In the

Yes same way pupils understand that racism

The pupil continues to make comments, as do other classmates. Re-record incident and explain in more detail the effect this can have on people and the consequences of continuing.

to acceptable.

Does it stop?

Yes

Pupils need

No

understand that homophobic bullying a form of

Remove the pupil from the classroom/situation and talk to them in more detail about the effects of homophobic bullying. Outline that homophobic language is a form of bullying. Does the pupil understand?

at TCMS. Pupils who understand this will stop. Pupils who experience it will be more confident about discussing

No

discrimination, and is taken seriously

Involve HOY and BH. The pupil should understand the sanctions that will apply if they continue with the use of homophobic language (detentions/parental

other incidents with you, when e Yes challenge it. It takes time to teach young people that homophobic bullying is NOT acceptable, when we don't challenge it.



<p>this involvement/fixed-term exclusion. Does this help?</p>	<p>Invite parents in to discuss the attitude of their child/children. Even if the parents, and pupils think gay people should be treated differently, this does NOT mean homophobic bullying and language is acceptable.</p>	<p>respond policy is vital to the TCMS anti that ALL</p>
<p>negatively bullying policy. Explain pupils should be able to feel safe at school. Re-iterate that they have an <input type="checkbox"/> help to uphold school</p>	<p>No <input type="checkbox"/></p> <p>Parents Take time to explain to parents why</p>	<p>obligation to</p>
<p>policies (Home-School Agreement)</p>		

The following websites will be of use to parents and teachers alike:

- www.kidscape.org.uk
- www.anti-bullyingalliance.org.uk/
- www.antibullyingweek.org/
- www.childline.org.uk/ www.nspcc.org.uk/
- www.stonewall.org.uk/

Intended Audience:	<u>Staff/Governors/Public</u>
Date Adopted:	Summer 2008
By Whom:	Policy Committee
Date reviewed:	<u>October 2015</u>
By Whom:	<u>H/T, pending Policy Committee, Coordinator, Designated Governor (Mrs. C. Wallace)</u>

