

Anti- Bullying Policy

Statement

The staff at Regents Park believe that all students are entitled to a safe and secure working environment and consequently view bullying very seriously. Whilst bullying is not a significant issue at Regents Park we acknowledge that it can occur.

The students of Regents Park are not expected to tolerate bullying or to suffer in silence. They are encouraged to disclose problems in an environment in which they feel safe and confident. Early intervention is important if behaviour is to be changed.

It is therefore crucial that **all** staff accept the responsibility to act to tackle bullying.

Working Definition

“The wilful, conscious desire to hurt, threaten, upset or frighten anyone”

Bullying is carried out with the intention of causing distress and usually takes place over a period of time.

It is recognised that some bullying may be through individual incidents of a relatively minor nature but which assume a greater significance when viewed in context, perhaps through their frequency or reason. It is also important to remember that those witnessing bullying are colluding with it, thereby making a contribution.

It is important in the initial stages of concerns raised by a student to determine whether it is a bullying issue or a friendship problem. Friendship problems occur from time to time and it important for the student and the parent to understand the differences between them. This is addressed for the students through the PSHE programme and, following discussion with the tutor, appropriate action will be taken.

Regents Park also endeavours to ensure that:

- Where bullying does occur students and parents are encouraged to report all incidents.
- All reports will be followed up
- account is taken of the evidence and views of all parties
- all reports are dealt with speedily, fairly and positively
- a reporting and recording system is in operation
- advice and support is offered to both the victim and bully
- all those involved are kept informed, as appropriate,
- all staff have a consistent approach and that this is evident in their attitudes and actions.
- school sanctions are applied where appropriate which will reflect the context of the situation for all parties.

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Policy Guidelines

Appendix one Information for Staff

Information

Is there a typical bully?

They are usually bigger, stronger and older than their victims. They are characterised by impulsiveness and a need to dominate others. They are often associated with general anti-social, rule breaking behaviour in the school and exhibit a desire for power and to control others or situations. They will take advantage of weakness and often act aggressively. A bully is characteristically a person or group who has a need for status, excitement or material gain. They have often been victims of bullying themselves.

Is there a typical victim of bullying?

Anyone can be a victim at some point. Victims tend to be weaker than their attacker, both physically and emotionally. They tend to be seen as different, vulnerable or sensitive or may be a person with low self-esteem. Victims lack the resources, skills, status or ability to counteract the harmful behaviour being directed at them.

The effects of bullying have been defined as:

"The long term effects of persistent bullying can make youngsters feel isolated and wonder what is wrong with them. They may begin to feel that they deserve teasing and harassment, so that they become withdrawn and less willing to take social, intellectual or vocational risks."

Recognising signs of bullying.

This is often difficult. Children tend to keep such things secret. Be vigilant and look out for injury or damaged property, abnormal or sudden changes in behaviour, students that are withdrawn, unusually shy or reticent. Sometimes students tend to hang back as if they want to talk to you - draw them out. Look out for patterns of absence, lateness to lessons, unwillingness to leave or to be near other members of the class. Isolation in lessons, deterioration in work or frequent, spurious illness and the desire to be constantly close to adults may also be signs.

It is important in the initial stages of concerns raised by a student to determine whether it is a bullying issue or a friendship problem. Friendship problems occur from time to time and it important for the student and the parent to understand the differences between them. This is addressed for the students through the PSHE programme and, following discussion with the tutor, appropriate action will be taken. In the event of the problem being bullying the following guidance is given.

Bullying is an anti social behaviour resorted to by inadequate people and we must respond in a way, which will be helpful to their learning of improved behaviour. Increasing their anxiety and alienation from us is not likely to achieve this.

At all times it is important to emphasise that it is **the action** we are condemning, **not** the student and will support both bully and victim throughout the process. By means of the No Blame approach, we aim to change attitudes, and therefore behaviour, by persuasion and education rather than by punishment.

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Examples of bullying may include:

- being isolated from groups and left out of activities
- being teased because of intellectual, mental, physical, emotional or racial status
- name calling
- being insulted or having family insulted
- being threatened and intimidated in person and/or by text messaging and/or email
- being regularly punched or kicked
- having lies or false rumours spread
- demanding money, goods or favours
- having property damaged or stolen
- having abusive notes or graffiti written
- sending abusive text or email messages about or to the student

Elements of Bullying.

Research shows, and this is borne out by surveys done in school, that a lot of bullying takes place either on the way to or from school or within school; on the playground and in corridors between lessons. It can vary from vicious assault to horseplay and can be verbal in nature. It can occur several times a day and over a long period of time. Bullying also takes place in the classroom during lessons.

A bully gets satisfaction from other youngsters' pain and humiliation. Research shows that 15% of youngsters are bullied and some are both victim and bully. The methods adopted by boys and girls tend to be different; boys are more physical and girls may be more subtle.

Individuals or groups can carry out bullying and often bullies try to include others in their activities. Most bullies feel confident enough to act in public, the onlookers becoming part of the process. They depend for their success on the silence of their victims and the collusion of the bystanders.

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Appendix two

Teacher's responsibility

- To be vigilant in all areas of the school during lessons and in unstructured times
- To follow the No Blame Approach – see appendix three
- To record the events in writing as soon as possible including details about the bully, victim and any witnesses.
- To obtain printouts of emails and written copies of text messages should be collected if used
- To discuss with both parties and fully document the results
- To inform parents by telephone or letter and keep them informed at all stages
- To monitor all parties either formally or informally through meetings or using an 'on report' system
- To log bullying allegations which are racist on the appropriate sheet and log in the racist incident book held in the Head's PA's office as soon as possible.

Tutor's responsibility

In addition to the above

- To provide support for the bully and/or the victim
- To deliver the PSHE Schemes of Work on bullying as prepared by the Subject Leader for PSHE

Head of Year's responsibility

In addition to the above

- To ensure written records are filed in the student's records
- To log all incidents of a serious or persistent nature in the Regents Park Register of Bullying Incidents.
- To inform the tutor of students within the tutor group to ensure he or she can actively support the student
- To allocate a Welfare Officer as an additional support as appropriate
- To monitor the occurrences of bullying within the year group and take action as required
- To make the decision on sanctions to be applied with the LT link in the event of the "No Blame Approach" being ineffective
- To liaise with the Subject Leader for PSHE on Schemes of Work for bullying to be included in the PSHE programme

Support staff's responsibility

- To be vigilant in all areas of the school during lessons and in unstructured times
- To report all incidents of bullying to the Year Leader on the same day whenever possible
- To record the events in writing as soon as possible including details about the bully, victim and any witnesses.

Student's responsibility

- To notify the tutor or Year Leader of instances of bullying
- To recognise that, if unreported, action cannot be taken
- To obtain printouts of emails and written copies of text messages if used
- To recognise that there is never an excuse for bullying behaviour

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Appendix three

Information

“No Blame” approach

In this approach the students are given the opportunity to discuss the problems in a mature way without apportioning blame, in the presence of an experienced member of staff. This allows the student bullying to understand the distress which has been caused and so give her the opportunity to make amends. It allows the student who has been bullied to be reassured by the student that the bullying will stop. Research has shown that in most cases this is highly effective in stopping bullying. However, if it is not the following procedures will be put into action.

Procedure

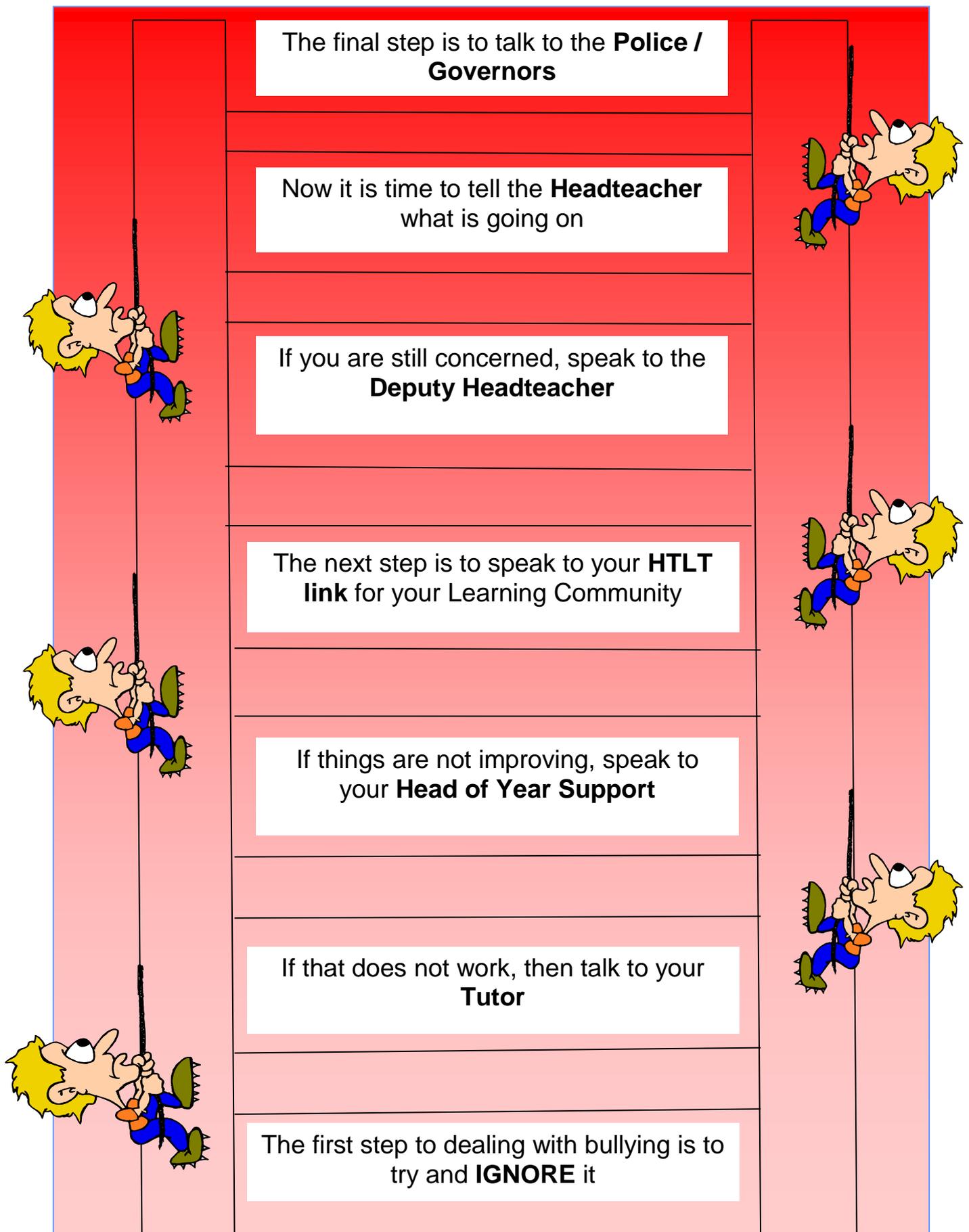
A decision needs to be taken initially about the level of seriousness of the incidents concerned and to determine bullying is taking place as opposed to the problem being a friendship issue, before beginning the anti-bullying process.

All staff will:

1. Act promptly. Reassure the person who reported the incident and/or the victim that the incident will be treated seriously and something will be done about it.
2. Listen carefully to the account of the incident reported.
3. Ensure all record their accounts of the incidents in writing. This includes any witnesses to the event.
4. Report any misuse of the school's computer system to the Network Manager. If bullying is in the form of text messaging or emailing out of school it is recommended the parents involve the police.
5. Record incidents on a yellow or blue incident form. If the bullying is racist this should also be logged on a Racist Incident Form and passed to the Year Leader as soon as possible.
6. Pass all information to the tutor.
7. Tutor and/or Year Leader should follow the No Blame approach with the bully and victim. In the first instance parents should be informed as quickly as possible.
8. The situation should be monitored over a specific period of time and reviewed with both parties to prevent reoccurrence of the behaviour. This may be informally or on a more formal basis.
9. Serious incidents of violent attack or racism should be referred to a member of LT immediately. Repeated incidents of bullying will also require their intervention. Parents may be invited into the school for discussions as required, or be asked to respond to the school in writing.

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The Anti Bullying Ladder





PRIVATE & CONFIDENTIAL

RACIAL HARASSMENT

The Racist Incident Reporting Form could be used for identifying and noting incidents where matters can be resolved without the request for further support and where no external agencies are implicated.

“A racist incident is any incident which is perceived to be racist by the victim or any other person”.

RACIST INCIDENT REPORTING FORM

This form should be **completed in full** when an incident of Racial Harassment is reported or observed.

School Name..... **DfE No**.....

• **Date of Incident:**..... **Was Action Taken:** Yes/ No

• **Ethnic Code of Complainant/ Victim** (please circle)

• White	• Mixed	• Asian/ Asian British	• Black/ Black British	• Chinese	• Any Other Ethnic Code
<ul style="list-style-type: none"> • British • Irish • Traveller of Irish Heritage • Gypsy Roma • Any other White Background 	<ul style="list-style-type: none"> • White & Black Caribbean • White & Black African • White & Asian • Any other Mixed Background 	<ul style="list-style-type: none"> • Indian • Pakistani • Bangladeshi • Any other Asian Background 	<ul style="list-style-type: none"> • Caribbean • African • Any other Black Background 	<ul style="list-style-type: none"> • Chinese 	<ul style="list-style-type: none"> • Any other Ethnic Group • Unknown/ Unstated

• **Year Group of Complainant/Victim** **Gender of complainant:** Female / Male

• **Location of Incident:** (Please circle)

• Off School Site	• Classroom	• Corridor	• Hall	• Playground
• Playing Fields	• School Gate	• Toilets	• Other (please specify)	

• **Time of Incident:** (please circle)

• Playtime/ Lunchtime	• Lesson Time	• Before School	• After School
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• **Type of Incident:** (please circle)

• Verbal Abuse	• Written Abuse	• Physical Assault	• Damage to Property	• Public Order
• Racist Conduct	• Graffiti	• Other (please specify)		

• **Ethnic Code of Perpetrator:** (please circle)

• White	• Mixed	• Asian/ Asian British	• Black/ Black British	• Chinese	• Any Other Ethnic Code
<ul style="list-style-type: none"> • British • Irish • Traveller of Irish Heritage • Gypsy Roma • Any other White Background 	<ul style="list-style-type: none"> • White & Black Caribbean • White & Black African • White & Asian • Any other Mixed Background 	<ul style="list-style-type: none"> • Indian • Pakistani • Bangladeshi • Any other Asian Background 	<ul style="list-style-type: none"> • Caribbean • African • Any other Black Background 	<ul style="list-style-type: none"> • Chinese 	<ul style="list-style-type: none"> • Any other Ethnic Group • Unknown/ Unstated

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- **Year Group of Perpetrator**
- **Gender of Perpetrator**
- **Complainant/Victim Details (if known)**
- Date of birth of Complainant/Victim.....

Name

Address
.....

Parent (s) of Complainant/Victim
.....

- **Perpetrator (s) Details (if known)**
- Date of birth/s of Perpetrator (s).....

Name

Address
.....

Parent (s) of Perpetrator(s)
.....

- **Description of Incident** (please continue on a separate sheet if necessary)

- **Summary of Action Taken** (please continue on a separate sheet if necessary)

- Name of reporter.....
- Signature of reporter
- Job title
- Name and signature of Headteacher