

Campion School Anti-Bullying Policy

This policy supports the following aims of the school:

- To provide a happy and secure environment for our pupils;
- To promote self-respect and respect for all people whatever their religion, ethnicity, gender, ability or disability;
- To have high expectations of behaviour;
- To foster a sense of belonging to a community.

Our Shared Beliefs about Bullying

Our school is a community made up of unique individuals, each bringing special qualities and talents to the community. Each individual has the right to be respected and the responsibility to respect others.

We do not tolerate bullying in any form. We believe that all children and young people have the right to learn and work in an environment where they feel safe. All members of our community share a responsibility to ensure a secure and supportive environment. We are committed to maintaining an environment in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour;
- It is often repeated over time;
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Types of Bullying

Bullying can be:

Physical

- Hitting, slapping and punching;
- Kicking;
- Pushing, strangling;
- Spitting, biting;
- Pinching, scratching;

- Throwing things e.g. stones.

Verbal

- Name calling, slurs;
- Hurtful teasing;
- Demanding money or possessions;
- Forcing another to do homework or commit offences such as stealing;
- Using racist, sexual, homophobic or xenophobic language towards an individual or group;
- Spreading rumours;
- Cajoling peers into unfriendly behaviour.

Symbolic

- Obscene gestures;
- Removing, hiding and/or damaging others' belongings;
- Intention to cause hurt by deliberate, systematic exclusion from a group or activity.

Cyber Bullying

- Causing harm through email, instant messaging, text messaging, internet and social network abuse;
- Misuse of associated technology i.e. camera and video facilities;
- Misrepresenting someone else using email, social network, text messaging and associated technology.

Bullying may be related to:

- Race;
- Gender;
- Religion;
- Culture;
- Learning differences or disability;
- Appearance or health condition;
- Home circumstances;
- Sexual orientation, sexism, or sexual bullying, homophobia.

Bullying hurts. No one deserves to be a victim of bullying. Bullying can have a long-term psychological effect on the victim. Technology has the potential to allow the user(s) to display bullying behaviour anonymously, from an unknown location, twenty-four seven. This leaves the person being bullied no “safe space” where they can escape from the bullying behaviour. Whilst much of this policy may be interpreted as occurring in school, it is important to recognise that bullying behaviour may also occur outside the traditional school day, particularly in the case of cyberbullying.

Social Context

Bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

The ring-leader: The person who through their position of power can direct bullying activity.

Assistants/associates: They actively join in the bullying (sometimes because they are afraid of or seek acceptance from the ringleader).

Reinforcers: They give positive feedback to the child who is bullying, perhaps by smiling or laughing.

Outsiders/bystanders: They stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.

Defenders: They try and intervene to stop the bullying or comfort pupils who experience bullying.

Children may adopt different roles at different times.

Recognising Signs and Symptoms

Some children are more vulnerable to bullying than others and teachers should be sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems (see appendix 1 for a detailed checklist).

Children may engage in bullying behaviour for a variety of reasons. Understanding the emotional factors involved for children who bully is key to selecting the right responsive strategies and to engaging the right support.

Possible reasons for why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances;
- Liking the feeling of power and using bullying behaviour to get their own way;
- Having a temperament that may be aggressive, quick-tempered or jealous;
- Having been abused or bullied in some way;
- Feeling frustrated, insecure, inadequate, humiliated;
- Finding it difficult to socialise and make friends;
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others;
- Being unable to resist negative peer pressure;
- Being under pressure to succeed at all costs.

Implementing the Anti-Bullying Policy

Introduction

This Anti-Bullying policy is set within the wider context of the school's overall aims and values. We are committed to engaging with a whole school approach to examining and developing all aspects of school life to enhance the physical and emotional health and well-being of the whole school community.

Other school policies which support our Anti-Bullying policy include the Behaviour Policy, the Child Protection Policy and the Acceptable Use of ICT Policy.

Responsibilities

At school it is everyone's responsibility to identify and prevent bullying behaviour.

The Head and Deputy/Assistant Head will support the coordination of a whole school approach to managing this important issue in the Junior School. In the Senior School this will be coordinated by the Headmaster, Assistant Heads and the Year Tutors.

This will include the following core elements:

- Evaluating data to inform policy development;
- Coordinating anti-bullying curriculum opportunities;
- Overseeing the effectiveness of the anti-bullying prevention and response strategies;
- Supporting staff to ensure alignment with the school anti-bullying policy and practice.

All staff, pupils and parents will:

- Be familiar with the school's anti-bullying policy and procedure;
- Respond to incidents by contacting the appropriate member of staff (Class Teacher in the Junior School, Year Tutor in the Senior School);
- Aspire to model caring and tolerant behaviour;
- Protect the person being bullied from further harm.

Teachers will:

- Take bullying seriously and take action to fully investigate and record incidents of bullying brought to their attention in accordance with the guidelines of this policy;
- Take action to stop a recurrence of the offending behaviour;
- Follow-up incidents of bullying in accordance with this policy.
- Offer the victim immediate support and consider the need for further medical attention/counselling

Pupils who are bullied should:

- Communicate about it by telling someone they trust (a teacher or other staff member, a playground buddy, or parent).

Pupils who are a witness to bullying should:

- Intervene verbally, if they are able, in a non-aggressive manner;
- Seek assistance from a teacher or other staff member.

Parents should:

- Speak to their child's Class Teacher (Junior School) or Year Tutor (Senior School) (not the alleged pupil(s) or their family members);
- Work with the school in seeking a constructive way forward.

Parent witnesses should:

- Offer non-aggressive verbal intervention;
- Inform the school immediately.

It is acknowledged that much cyberbullying can take place outside the school environment and as such the school has no control or jurisdiction. However, the school aims to work productively

with relevant parties (pupils and parents) to ensure that the bullying behaviour is stopped and all children flourish socially and academically. Consequently, the school expects all pupils and parents to cooperate fully in any enquiry the School may need to conduct regarding bullying and/or cyberbullying.

Policy Aims

The aim of this Anti-Bullying Policy is to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture.

More specifically, we aim to:

- Promote inclusive, tolerant behaviour within the school community;
- Raise awareness amongst staff, pupils and parents about bullying and the school's policy;
- Proactively address any incidents of bullying;
- Provide strategies to resolve conflict;
- Encourage a school environment where all pupils, staff and parents feel safe, welcome and respected;
- Create a climate where it is acceptable to talk about bullying and ask for help;
- Ensure the recognition and reporting of bullying incidents;
- Enable staff to reconcile any differences in a non-threatening, confidential manner.

Management of Bullying Incidents

All parties are expected to treat each other with respect and to ensure the confidentiality of any issues that may arise.

Teachers' Responsibilities:

- Discuss in class, in the first weeks of each school year, the non-acceptance of bullying;
- Raise pupils' awareness of the community's shared responsibility for ensuring that all members feel equally respected and valued;
- Raise pupil awareness of and confidence in approaching 'Trusted Adults' in the school community to raise concerns;
- Teach relevant strategies, concepts and terminology in relation to incidents of bullying;
- Implement lessons to develop resilience to bullying;
- Attend to reported incidents of bullying behaviour using a suitable strategy.

Reporting Incidents of Bullying

The school encourages the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. We encourage all children to think about significant members/trusted adults of the school community that they can go to when they have a problem. In the Senior School, pupils are encouraged to talk to their year tutor or form teacher.

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in children are recorded and communicated to the whole school community via:

- Assemblies and information sessions;
- Information posted on the parent information board;
- The Parent-Pupil handbook.

Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. In dealing with accusations or incidents of bullying our primary aims are to protect the victim, reduce stress and increase responsibility for modifying unacceptable behaviour. Victims and bystanders are often unwilling to open up issues if the only response is one of blame and punishment. We seek to identify the facts, increase empathy and identify strategies for a positive way forward.

Any member of staff dealing with a bullying incident should take the following action:

- Protect the bullied child from further harm;
- Record name(s) of the bullied child, who reported the incident and the bystander(s);
- Report the incident to the bullied child's Class Teacher or the Head in the Junior School. In the Senior School, incidents should be reported to the relevant Year Tutor or Assistant Head Pastoral .

The person receiving the report should:

- Interview the child who was bullied, those who bullied and the bystanders to establish a clear picture of the incident;
- Decide on and implement an appropriate strategy to respond to the incident;
- Record the incident on the 'Whole School Bullying Log' Google form (via the Head of Juniors or Deputy Head in the Junior School, or the Year Tutor in the Senior School);
- Monitor the situation over the following few days and conduct follow-up interviews if appropriate;
- Take further action if the bullying is continuing.

Further Action

If a case of bullying is continuing after the above procedures have been followed, the incident should be discussed with the appropriate Head of School and disciplinary sanctions should be considered.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour;
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

These sanctions may include:

- Removing the child who is bullying from particular groups of children, including withdrawing them from certain activities e.g. breaktimes/ lunchtimes;

- Involving children in developing appropriate ‘fair punishments’ for those who have been involved in bullying;
- Withdrawing privileges such as excluding the child/ young person from school trips, confiscating personal property etc.;
- Strong sanctions such as exclusion may be considered in cases of severe and persistent bullying.

Working with Parents/Carers

Openness and communication are essential to combat bullying and this should involve all members of the school community. We believe that close communication between home and school can enable us to deal with difficult situations as they arise. The school adopts a **problem-solving approach** with parents/carers. While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school will refrain from apportioning blame to the different parties involved, as this could undermine the cooperative ethos that the school is seeking to promote. A cooperative ethos is desirable when trying to reach an effective and long-lasting resolution.

The school will work alongside those parents/carers whose children have been bullied to support them in developing their children’s coping strategies and assertiveness skills (see photocopiable sheets in Anti-Bullying Action).

Parents/carers of those causing the bullying will also have support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.

Prevention

We believe that the whole school community should work together to reduce bullying by implementing preventative interventions at a school, class and individual level.

Our approach includes:

- Implementing an effective school leadership that promotes an open and honest anti-bullying and positive relationship ethos;
- Adopting positive behaviour management strategies as part of the school’s Behaviour Policy;
- Implementing a whole school approach to the teaching of PSHE
- Ensuring that the school’s anti-bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school;
- Providing training on behaviour management and anti-bullying for all relevant staff;
- Providing a school council and regular circle time, enabling children to talk about their feelings and concerns in a safe environment and enabling them to share concerns about bullying;
- Providing peer support systems. In the Junior School this includes playground buddies and the playground Friendship Benches;
- Supporting learning on bullying through whole school activities, projects and campaigns;

- Reviewing the development and supervision of the school inside and outside, including the outdoor areas and playground, to ensure provision is safe, inclusive and supports children's emotional well-being;
- Providing confidential communication systems such as Listening Boxes and working with children to identify key individuals in whom they can confide;
- Highlighting the need for social skills support for vulnerable individuals and groups;
- Providing a cross-year-group house system;
- Providing transition arrangements to support children moving across year groups;
- Providing information on both international and local support agencies such as ChildLine, Kidscape and Beatbullying, including telephone numbers for helplines and addresses for supportive websites.

Whole Staff Awareness and Training Opportunities

We endeavour to ensure that teachers and other adults working with children are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable children who may be susceptible to being bullied or becoming actively involved in bullying and bullying-type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying, including providing short and long-term support to those affected by bullying. The school's approach to anti-bullying work is included within induction programmes for new staff. The views of staff are sought as part of the school's review and evaluation of the anti-bullying policy and used to inform developments and enhance the school's anti-bullying ethos and practice.

Involving Outside Agencies

When necessary we seek support and guidance from relevant local and international agencies and organisations.

Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The policy review is coordinated by the Headmaster, the Head of the Junior School and by the Assistant Head of Seniors, together with year tutors in the Senior School and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity. The review process involves collecting data on the prevalence of bullying at the school and gathers the views and different perceptions of the whole school community, including staff, children and parents/carers, using a range of methods such as:

- Surveys and questionnaires;
- Focus groups and interviews;
- Staff meetings.

The school regularly analyses records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children and places and times where bullying may be occurring.

First Draft: January 2012

Updated: December 2022

Next Review: December 2024

Further Reading

The Use and Effectiveness of Anti-Bullying Strategies in Schools - Research Report DFE-RR098
Fran Thompson and Peter K. Smith Goldsmiths, University of London ISBN: 978-1-84775-885-9
© Goldsmiths College April 2011 [The Use and Effectiveness of Anti-Bullying Strategies in Schools](#)

Preventing and tackling bullying- advice for Headteachers, staff and governors
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Bullying: Identify,Cope,Prevent, Ages 8-10, Blackline Master, R.I.C. Publications

Anti-bullying Alliance <http://www.anti-bullyingalliance.org.uk/>

Bullying UK <http://www.bullying.co.uk/advice/anti-bullying-advice>

Kidscape <http://www.kidscape.org.uk/>

Eliza Helpline 10454 <https://eliza.org.gr/en/>