



Policy:	Anti-Bullying
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Next Review:	December 2027
Authorised by:	Headteacher

Bullying is a problem that can be found from time to time in nearly every school in the country. It can cause fear and distress for the victims, despair for parents and affects other children who may witness violence and aggression.

Pupils can be victims of this form of cruelty for a large of number of reasons, but often it is because they are perceived to be difference in some ways; in terms of racial origin, gender, social class, sexual orientation, learning difficulties, size etc. Young people have a right to not be afraid. Clare Mount staff, Governors and pupils take the issue very seriously and will do everything in our power to deal with a problem should it ever arise. The ethos of the school is directly related to wellbeing of its pupils. Every child should feel safe in school.

What is Bullying?

The Anti Bullying Alliance (ABA) defines bullying as:

“The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace”.

This policy is aimed at identifying and reducing the problems of bullying in our school and community. It is part of a school wide strategy that seeks to provide responsive and caring ethos in which the academic, vocational, pastoral and emotional needs of every pupil are met - and every pupil feels valued and significant. It seeks:

- to raise the profile of bullying and its effects on pupils’ emotional health and wellbeing, life chances and achievement;
- to establish a culture in which bullying is not acceptable through the promotion of policies and practices which prevent or reduce opportunities for bullying to arise and deal swiftly, fairly and sensitively with any which do;
- to involve parents, carers and the pupils themselves in developing and implementing anti-bullying strategies;
- to embody equality of opportunity; celebrate diversity and be responsive to individual needs and differences;

- to promote the highest standards of emotional intelligence and care for others;
- to respond openly and honestly, embodying solution focused, no blame approaches;
- to value multi-professional contributions to solving complex problems.

Clare Mount School is dedicated to the 'Pursuit of Excellence'. Included in this 'pursuit' is the commitment to provide a safe and supportive environment where all pupils are free from threat, coercion and intimidation, where their welfare is paramount and where a systematic pastoral network ensures their security and well being.

The adoption of a 'year team' approach facilitates the monitoring of bullying in whole year groups, with form tutors, head of year and key stage investigating the problems on a daily basis.

Learning mentors and outside counselling services such as Caritas provide a dedicated counselling team who have professional credentials and theoretical confidence. We also have a dedicated team of HLTAs who provide pastoral support.

Together, in a whole school approach;

- We recognise that bullies and bullying - and therefore victims and victimisation - exist in our institution.
- We believe that a systematic, whole school policy (governors, all teaching and non-teaching staff, pupils and their families and the wider membership) that is based on continuity and review will significantly reduce incidents of bullying.
- Our strategies focus on breaking the bully's allies of fear and silence by improving channels of communication and instilling the confidence in our pupils to speak out at all times.
- Pastoral concerns are the prime focus of daily briefings, staff meetings and year/key stage meetings. (latter held every four weeks)
- The adoption of a 'year team' facilitates the monitoring of bullying reports across year groups. Problems can be quickly investigated with appropriate action taken without delay.
- The learning mentor is an easily identified and accessible member of staff who builds trust with both staff and pupils and is instrumental in working on behaviour programmes that benefit both the bully and the bullied.
- Advice and guidance for pupils, alerting them to dangers and appropriate reactions, is regularly reinforced by form tutors.
- Units on Bullying, both real world and online, and Victims form an integral part of Clare Mount Personal and Social and Health Education lessons. (PSHE). Pupils are consulted on their perceptions of bullying.
- We feature "Bullying Week" as a regular event in the school calendar. Assemblies, form groups and subject departments focus on the problem and offer solutions.
- Senior staff, heads of year and form tutors regularly hold assemblies on the issue so that the subjugation of bullying is always on school and pupil agendas.

- In-Service training is arranged at regular intervals to update all staff on issues related to pupil behaviour.
- Parents are actively encouraged to contact school with any concern. Homework diaries provide an effective means of communication as they are checked daily by form tutors. Heads of year and senior staff contact parents by telephone as/when the need arises.
- Bullying is highlighted in our year 7 induction programme illustrating the need to recognise the problem, and our determination to eliminate it.
- Anti-bullying resources (literature, videos, CDs, theory/case study packs) are available for use by all staff particularly in PSHE lessons.
- We will continue to co-operate with outside agencies who share our concerns (~~eg Wirral Bully Buster and Child & Family Support~~)
- New teachers are given appropriate information and guidance as part of their Induction Programme.
- The Headteacher will reinforce Clare Mount's anti-bullying philosophy and policies at regular staff meetings/briefings.

If Bullying Occurs – A General Overview

Clare Mount School has a range of options for pupils to seek advice and get help. We consistently reinforce the message to inform someone of any incidence of bullying immediately and that dealing with bullying is everyone's responsibility.

Year 7 PSHE Programme – the first day of the programme in September focuses on Anti-bullying and friends

Form Tutors and the Pastoral Team encourage pupils to discuss issues/problems with them. This information will be treated with respect and due seriousness.

Pastoral Team - Clare Mount School has a Pastoral Team (non teaching staff and teaching staff) who work with the pupils to ensure they are happy and that learning at school is an enjoyable experience. If at any time a pupil experiences unpleasantness from another pupil they are there to help. Pupil surveys show that they have great faith in this team.

Teaching Assistants – Teaching Assistants are closely involved in the day to day mentoring of vulnerable pupils.

Confidential 'Drop Box'- where pupils can report incidents anonymously. This is located in the sick bay.

Student Voice and Student Council – suggest ways of improving systems within school and review the policy regularly.

School Nurse – Sally Masters has a range of information leaflets on how to prevent and cope with bullying.

School counselling services – we have the following services in school on a weekly basis:

Caritas (Monday and Friday)

Community Capacity Builders (Tuesday)

Art Therapy (Wednesday and Thursday)

We also have support from Health Services in Schools, Social Worker in Schools and Community Support Police Officer

E Learning Coordinator – has specialist training, provided by the Child Exploitation and Online Centre.

Homework Diary - In each pupil's homework diary there is a page of useful telephone numbers and web sites. These will be able to provide help and advice if pupils feel they do not want to talk to staff or parents about matters. Such telephone numbers include (amongst others): Childline Freephone 0800 111 www.childline.org.uk, Kidscape (and Parent Helpline) 01717 303 300 www.kidscape.org.uk, Anti Bullying Campaign 01713 781 446

How the School Will Deal With Bullying

Ofsted recognised that “The behaviour policy outlines clear behaviour expectations and effective procedures for promoting the code, which are consistently applied by all adults in the school. All teachers and other adults working in the school make good and frequent use of praise and encouragement. Pupils are rewarded with letters home and public mention in assemblies when they receive positive testimonials from teaching and form staff for good effort and behaviour during lessons. These arise from efficient and effective monitoring lesson by lesson of pupils' work and attitudes. Clare Mount is an orderly community in which all pupils value rewards and commendations greatly, show pride in their achievements and respect behaviour expectations. The school has good procedures in place to deal with bullying and is effective in eliminating all forms of oppressive behaviour”.

Staff have been regularly trained in matters concerned with bullying and know how to deal with incidents by attending INSET time on school procedure, Safeguarding Children and Emotional Intelligence. All new staff are given special guidance on how Clare Mount School deals with Bullying and maintains its high expectations.

- When a bullying incident is reported, those accused of bullying and witnesses of the incident will be asked to say 'what has happened'. All those involved will be interviewed by a member of the pastoral team and in many cases a member of the Senior Leadership Team.
- Bullying incidents will be recorded on Arbor for future reference and all documentation to do with specific incidents will be placed on the pupils' files.
- If a pupil either admits to bullying or it can be proved beyond reasonable doubt that they have taken part in this behaviour then the following methods and sanctions can be used.
 - The incident will be reported to their parents and a meeting arranged in school to discuss the matter and the action to be taken
 - A Restorative Justice package may be used to ensure that issues are resolved.

- Social time at break/lunchtimes will be removed and spent with tutor or Head of Year
 - A change of teaching groups and/or tutor group will be considered
 - A fixed-term exclusion may be considered.
 - A permanent exclusion will be considered for extreme cases of bullying or repetitive bullying behaviour after earlier sanctions have been used.
- Once the bullying incident has been resolved, and the victim of the bullying considers the matter closed, a support programme will be put in place for the person who did the bullying. The school recognises that people who bully have often been victims themselves.
 - Parents may attend a meeting with their child's tutor, member of the Pastoral or Leadership Team to discuss the incident and to agree the appropriate action to be taken. The school relies on the support of parents in matters such as this to stop the problem continuing and to help the child improve their behaviour.
 - Pupils at risk of exclusion as a result of continual bullying will have a Pastoral Support Plan created, which will target internal and external support aimed at improving and stopping the behaviour.

How We Can Prevent Bullying:

- We must all raise awareness of bullying throughout the school/ institution/ community addressing all pupils, parents and staff teaching and non-teaching.
- We must all publicly acknowledge that the school/institution considers bullying to be unacceptable, and is committed to dealing with it.
- We must all help to create and support a culture of care and consideration for others.

Teachers and Staff

The important thing is establish environments where bullying is less likely to occur. This may be by setting boundaries around 'courtesy' and 'respect'. You may need to get some background information on a teaching group and how they work together. You also need to:

- Set clear boundaries about expected standards of behaviour in your teaching area
- Encourage pupils to talk to you about their concerns
- Think carefully about the seating plan. Unless there is a valid reason then try to seat all classes alphabetically boy/girl.
- Minimise problems by seating pupils away from potential difficulties
- Discuss the role of the 'bystander' in bullying – talk about what bystanders need to do if they witness bullying
- Encourage 'assertive' but not 'aggressive' responses from pupils
- Be aware that you are role models and manage pupils in a way that shows respect for individuals.

Parents

Parents are often best placed to detect changes in behaviour or attitude which might indicate that a child is upset or unhappy and that bullying may be taking place. Parents should also:

- Set clear boundaries about expected standards of behaviour at home
- Encourage your son or daughter to talk to you about their concerns
- Use a 'significant other' adult if your son/daughter doesn't wish to talk to you
- If necessary, approach the school to discuss any difficulties
- Discuss the role of the 'bystander' in bullying – talk about what bystanders need to do if they witness bullying
- Encourage 'assertive' but not 'aggressive' responses from your son/daughter

Pupils

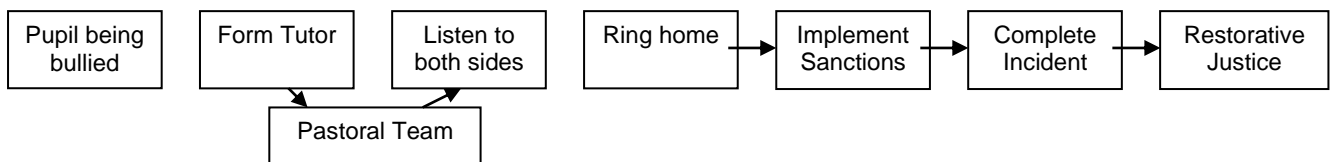
- The Golden Rule is to tell someone!
- Bullying can happen through no fault of your own, don't let it build up. You must act immediately when anything happens
- Try not to be confrontational or spiteful.
- Don't act as an 'audience' for bullies. So don't stand and watch or encourage, either walk away or go and tell someone
- Don't be a 'bystander'. If you witness something, report it (even if it's anonymous). You'd like someone to do the same if it was you being bullied.

How Can We Help?

Teachers and Staff

- Pupils and parents need to have faith in the system and pupils need to feel confident that the school will take the matter seriously.
- School will encourage students to empathise with others and encourage social and emotional behavioural skills throughout the school day. This will be done through school ethos, assemblies, tutoring academic lessons and the PSHE programme.
- School staff will take every opportunity to make it clear to all pupils that bullying is unacceptable. This will be done through assemblies, form time and the PSHE programme. It is consistently reinforced within the classroom through the Classroom Agreement and school policies.
- Pupils will have a copy of the 'Pupil Friendly' Policy in their homework diaries and will be able to see it on posters around the school. This will be explained to them in assembly and by their tutor.
- Tutors will discuss matters with their form groups using structured resources and creating an environment where pupils feel confident to admit being bullied.
- Posters, leaflets and booklets will be distributed and made available for students.

- Curriculum Evenings/ Parent Information Evenings will include a focus on preventative strategies and coping techniques for pupils and parents dealing with a bullying incident.
- Pupils will be taught to be assertive. Differences should be acceptable and never a cause for bullying. Encourage children to be independent in their decision making and individual in their character.
- Pupils will be told that bullying (verbal or physical) is *not* tolerated in the school. Everyone is expected to ensure that bullying does not happen and everyone has the responsibility to tell someone - this is not telling tales.
- As form tutor, their first avenue for reporting is you
 - If you feel confident in dealing with the matter, do so, completing CPOMS and copy in the Head of Year
 - If you do not feel confident, please refer it to the Pastoral Team who may use conflict resolution or Restorative Justice Techniques to deal with the situation.



- If bullying is reported to you then you might:
 - Talk to the bullies, victims and witnesses individually.
 - If the bullying is about a particular issue you could discuss the problem as a class, but not focus on a particular child.
 - Call in parents, ask their suggestions and gain their support.
 - If necessary break up the group dynamics by assigning places and moving pupils.

Parents

- Encourage your child to be assertive yet not confrontational in their manner. School holds Parents Information Evenings on an annual basis. Seek help and advice if needed.
- Encourage your child to talk openly with you about any social problems at school and reiterate that bullying is not something that should be tolerated.
- If you think your child has shown 'bullying' behaviour or is being bullied please contact the school as quickly as possible to discuss issues. Also information is free to download at www.kidscape.org.uk/assets/downloads/kschildrenwhobully.pdf or telephone Parentline on 0808 800 2222 or 01702 559 900.

Pupils

- Pupils need to work as a team and realise they are all members of the same community.

- Pupils need to support the efforts of each other, and celebrate the different skills and interests that each person brings to school.
- It is unrealistic to assume that everyone will get on with each other at all times, but no pupil has the right to make school an unpleasant experience for another pupil.
- **Tell a member of staff.** Telling about bullying isn't 'telling tales' or 'grassing'. You have the right to be safe from attacks and harassment and you should not be silent when you are being hurt.
- **Tell a friend what is happening.** Ask them to help you. It will be harder for the bully to pick on you if you have a friend
- **Try to ignore the bullying or say 'No' firmly, then turn and walk away.** Don't worry if people think you are running away. Remember, it is very hard for the bully to go on bullying someone who won't stand still to listen.
- **Try not to show that you are upset or angry.** Bullies love to get a reaction. If you can keep calm they might get bored and leave you alone.
- **Don't fight back if you can help it.**

What is Restorative Justice?

'Restorative Justice' brings the 'victim' and 'perpetrator' together to discuss their actions and be aware of how their actions have affected another person. It accepts conflict is part of life and it allows pupils to take responsibility for their feelings and behaviour and is a good way to repair the damage caused. It does not make the 'perpetrator' less responsible, but looks at reparations for damage done.

Restorative Justice Council

The Restorative Justice Council (RJC) is the independent third sector membership body for the field of restorative practice. It provides quality assurance and a national voice advocating the widespread use of all forms of restorative practice, including restorative justice. The RJC's vision is of a restorative society where everyone has access to safe, high quality restorative practice wherever and whenever it is needed.

RJC Practitioners Handbook

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