



Bungay High School...

Anti-Bullying Policy



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Opportunity and Excellence for All





Anti-Bullying Policy

Context

- * For the purposes of this Policy, bullying may be defined as:

... “verbal or physical abuse and any other behaviour which is deliberately hurtful and causes misery”
- * The aim of this policy is that such behaviour is minimised in such a way that empathy with victims is initiated and that the perpetrators learn that bullying behaviour is detrimental to the self esteem of the individual, and to the whole school community and cannot be tolerated.
- * The policy aims to recognise the needs of victims and bullies.
- * The policy appreciates the complexity of the issue and that there are no easy formulae or remedies.
- * The vigilance, observational and listening skills of everyone at the school are vital in meeting the aims of this policy.
- * The aims of this Anti-Bullying Policy are the aims of any good school, to ensure that all individuals are valued and can succeed.

Raising awareness through the curriculum

It is clear that students do not arrive at school automatically equipped with all the necessary social skills and feelings of empathy towards their peers.

This means that:-

- * Any lesson in which there is a recognition of difference, an awareness of diversity, and a requirement to work in a variety of groups is making a positive contribution to the implementation of this policy.
- * Any lesson in which students are asked to empathise with peers, teachers, historical or fictional characters, will assist in the implementation of this policy.
- * In form tutor time, Citizenship lessons and elsewhere the subject of bullying should always be on the agenda for discussion, when appropriate and should never be ignored.



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- * Any occasion when students are encouraged to present opinions or make contributions which are valued is seen as making a contribution to this process.

In Year 9 Citizenship lessons students follow a unit focusing on bullying and its prevention. As part of that unit they are made aware of this policy.

Prevention

- For teachers and other adults working in school the three most important responsibilities will be:-
 - i) The encouragement of a positive ethos and an awareness of the curricular opportunities mentioned in the previous section.
 - ii) Vigilance when Teaching and on Duty

Staff observation skills will be vital in the deterrence of this behaviour which may be very difficult to notice.

Visits to the quieter corners of the school are an essential part of any duty rota.

Students will soon recognise that opportunities for bullying behaviour are limited.

- iii) Students must be encouraged to talk to an adult or a peer mentor if there has been a problem.
Breaking down the wall of silence is vital. It is essential that staff listen to students' concerns.

- For students the four most important responsibilities will be
 - i) Talking to adults and peer mentors to make them aware of any concerns.
 - ii) Vigilance in friendship groups to ensure that unkindness is not tolerated.
 - iii) Making a personal contribution to the schools positive ethos.
 - iv) Raising essential issues with Year Council and School Council representatives.
- For the Student Advice Service (SAS) the most important focus will be: To "stamp out bullying" at BHS. Peer mentoring skills will be vital in detecting and deterring bullying.

Early Detection

Even in a school where heightened awareness and clear policy statements exist, students will still exhibit anti-social behaviour and may bully each other on occasions.



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The following suggestions may be useful:-

Look out for:

- * Items of clothing, property or school work that are damaged or lost more often than you would consider to be normal.
- * A student who becomes withdrawn and is reluctant to say why.
- * A sudden reduction in educational attainment.
- * Reluctance to attend school.
- * A student who comes to school via a different route.
- * Money that goes missing or needs to be borrowed.
- * Patterned absenteeism.
- * Comments which seem innocuous but wound.

Dealing with incidents.

BULLYING SHOULD NEVER BE IGNORED.

- * Serious and/or persistent incidents of bullying should always be reported to the relevant Learning Leader/Student Support Worker/Form Tutor/Peer Mentor.
- * When dealing with a victim, offer immediate support and help.
- * Avoid jumping to conclusions about the rights and wrong of any given situation. Allow both sides to briefly state their point of view. Make it clear that all relevant students will have the opportunity to talk the matter through.
- * Learning Leaders will adopt a variety of approaches to dealing with these incidents. Students may be encouraged to seek their own resolutions to these situations. Victims will be protected. A punishment for the perpetrator may or may not be relevant. The feelings of victims will be made clear to the bullies Learning Leader. Incidents will be recorded and parents contacted, at the discretion of the Learning Leader.
- * Many disputes involving bullying will be complicated, insidious, difficult to detect and longer term. When these come to light it is not necessarily seen to be valuable to investigate every detail of previous behaviour, but to concentrate on the feelings of the victims in some detail in an effort to encourage positive future relationships.
- * A Peer Mentor may be assigned to support the victim or the bully.

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