

Saint John Houghton Catholic Voluntary Academy

Anti-Bullying Information

Appendix to Behaviour and Attendance Code of Conduct Policy April 2016

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1. **Bullying Definition**

Our definition of bullying is as follows:

The humiliation of an individual, by any means, over a period of time, by one or more people who are more powerful than that individual, for their own gain or gratification.

We are aware that this may not cover all instances of the problem, although we believe that it encompasses the essential elements of bullying. We also believe that, in considering whether bullying is taking place, we should take note of the following:

“Bullying is an attitude rather than an act. It can be defined as bullying by measuring the effects the acts have on a vulnerable child.” (Besag 1989)

An act which may not be regarded as bullying when directed at one individual may be considered to be bullying when directed at another.

A target is somebody who is unable to defend him/herself adequately when abused in the way outlined in our definition.

Bullying is always a serious problem for those affected by it and it cannot be successfully addressed unless all those associated with the school are prepared to accept responsibility for their care. This includes teaching and support staff, governors, parents and, very importantly, the students themselves.

2. **Why are we against Bullying?**

In our school community Every Child Matters. In our school everybody has the right to be:

- Safe
- Valued
- Treated with kindness
- Respected as an individual

This means that nobody should be treated unfairly because of:

- Appearance
- Gender
- Ability
- Race
- Beliefs
- Accent
- Or for any other reason

And that nobody should be:

- Laughed at
- Ignored
- Hit
- Kicked
- Pushed
- Taunted
- Rejected
- Threatened
- Abused
- Or hurt in any way

And that everybody has a RESPONSIBILITY to treat everyone else in accordance with these rights. These statements apply to the whole school community.

3. What types of Bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name-calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money or goods with threats)
- Cyber (all areas of the internet, email and internet chat room misuse, mobile threats, text messaging and calls, virtual learning environments and cameras) For more information on this aspect see Appendix 1.
- Racist (racial taunts, graffiti and gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

4. What are the signs and symptoms of Bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or "missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home "starving"
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour
- Threatens or attempts suicide

5. What causes Bullying?

People bully for different reasons. The reasons could be:

- To feel powerful
- Jealousy
- To feel good about themselves
- To be in control
- Because they want something (attention, possession or friends)
- To look good in front of other people
- To feel popular

- Because of peer pressure
- To be big/clever
- For fun
- Because they are being bullied themselves
- Because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

6. Why do we need to address this problem?

- (1) Students have the right to receive their education free from any violence, intimidation, humiliation or abuse.
- (2) In order to make the most of their time in school, students must feel confident and secure.
- (3) Targets of bullying become anxious, fearful and insecure. They suffer physical and/or psychological abuse and can become isolated and lonely. They become increasingly vulnerable and suffer a lowering of both self-esteem and confidence. Feelings of guilt and shame are often evident. All of this may lead to truancy.
- (4) If bullying goes unchecked then bullies may continue their behaviour into adult life. It is important for them to learn more appropriate ways of dealing with their peers.
- (5) Other students who witness bullying may also suffer. Bullying can sour the atmosphere in a group, making learning more difficult,
- (6) The families of targets can be adversely affected by the anxiety and insecurity of the target.
- (7) Bullying can undermine good order, discipline and the authority of staff, if students are more influenced by their fear of bullies than by the good example and guidance of staff, parents and non-bullying peers.

7. Setting an Example

- (1) It is vital to the whole process of working towards a "bully free" environment that instances of "good practice" should be evident in all areas of the school and at home.
- (2) Teachers, parents and older students need to look closely at the messages they give to younger people by their own behaviour.
- (3) Students should be able to see frustration, conflict, stress and anger being handled in a mature and appropriate manner.
- (4) Labelling of potential targets can be encouraged by careless or thoughtless comments by staff in the presence of other students. Parents and other students may also unintentionally label targets.
- (5) We need to monitor our own behaviour towards each other if we are to avoid setting an example which makes students more likely to target others.
- (6) Any opportunities afforded by the curriculum to counteract stereotyping, prejudice and insensitivity should be taken.
- (7) Adults and all students should always model appropriate, Christian behaviour throughout the day.

8. A Whole School Approach

- (1) It is agreed that it is the responsibility of all members of the school community to deal with the problem of bullying. This includes all students, particularly Prefects and other senior students, the Oasis Team and Induction Mentors who have a responsibility to report incidents of bullying as soon as possible.
- (2) An important aspect of a whole school approach is that encouragement must be given to all students to get involved, to speak to staff when they think bullying may be going on and to let it be known that they will not tolerate it in any form. Students often do nothing when they know that bullying is happening but they usually have more power to do something to stop it than they believe.
- (3) It is the responsibility of the school to educate and enlighten students about this problem, so that they have a better understanding of it, are more aware of bullying going on around them and know about the options open to them in opposing this unacceptable behaviour.

The education and enlightenment of students will be addressed within the framework of the Personal and Social Education programme. Other areas of the curriculum will also include work which is relevant to the issue of bullying e.g. Religious Education, Citizenship, Personal Social and Health Education, English, ICT, Personalised Learning and Thinking Skills, through our tutor time and Acts of Worship and our bi-annual Anti-Bullying Week.

- (4) Any member of staff observing or becoming aware of possible bullying should be prepared to deal with it immediately.
- (5) Discussion of the appropriate action to be taken and who should deal with the matter should then take place. The action should be taken as soon as possible.

The way in which any particular incident is dealt with will depend on how long the bullying has been going on for, how severe it is, how badly the target is affected and to what extent the offender has been involved in bullying before.

- (6) The school referral system should be used to notify relevant members of staff e.g. Tutors and Pastoral staff in the school.
- (7) Any action taken should be recorded and reported to staff, students and parents involved. In particular, in serious and persistent cases of bullying, parents of both target and bully should be kept fully informed of incidents in school, and of what action has been taken. The support of parents in helping to resolve the problem will be sought.
- (8) Students must be made to feel safe and have an open and caring atmosphere in which to talk about bullying.

Targets must be aware that this is a "Telling School"

They must realise that bullying thrives on secrecy.

They must be clear that something will be done to stop bullying if it is reported.

9. Working with Targets

(1) Immediate Response

All instances of bullying should be dealt with as a matter of urgency. It is the responsibility of every member of staff to listen to students who disclose instances of bullying and follow this procedure. Stop the bullying and, as far as possible, ensure the physical, social and psychological well-being of the victim. Never ignore bullying, to ignore is to condone.

(2) Early Stages

If the bullying is in its early stages it may be beneficial to use a non-punitive approach and to inform the target that this is being tried. This may make the target feel more secure and happier to talk about the problem.

(3) Persistent Bullying

If bullying is persistent, targets may lose confidence and self-esteem. To probe for answers to questions about bullying may only serve to increase stress. Consideration should be given to finding out as many details as possible from peers, staff and parents.

Ensure that the target knows that a determined effort will be made to stop the bullying.

Let the target know that you will do your best to make him/her feel better (i.e. you will try to rebuild confidence and self-esteem).

Sometimes targets may not wish to face up to the problem and hope that it just goes away. This may lead to denial of the existence of the problem. In cases like this ignore the defensive behaviour and try to embark on a practical plan of action. Concentrate more on making the target feel better than on discussing details of what may have happened.

Look into the possibility of giving the target self-protective strategies to use.

Try to ensure that the target has somebody to confide in.

Make it clear that the target must report any further instances of the bullying if it is to be stopped.

Enlist the support of parents in helping their son or daughter to cope with the problem. Parents may be given advice about possible signs that a child is being bullied as well as some suggestions as to what they might do to help.

10. Working with Bullies

(1) Immediate Response

All instances of bullying should be dealt with as a matter of urgency. Stop the bullying and, as far as possible, ensure the physical, social and psychological well-being of the victim. Never ignore bullying, to ignore is to condone.

(2) Early Stages

If bullying is in its early stages (e.g. the target is being teased and those responsible are not aware of the extent to which they have upset him/her) it may be most suitable to deal with it in a non-punitive manner such as the "No Blame Approach".

(3) Persistent Bullying

If a bully seems to be not genuinely committed to changing his/her behaviour, a different approach may be required.

Stop the bullying. To ensure the target's safety it may be necessary to take the bully temporarily out of circulation.

Deal with all incidents of bullying immediately (or as soon as possible). Give them a high priority.

Make it clear that the behaviour is unacceptable. Disapproval must be unambiguous. Remember it is the bullying not the bully that is unacceptable.

Try to get the bully to understand the target's point of view.

Point out the sanctions that will be imposed if the bullying persists. Try to present the bully with choices. Offer the opportunity to change as against the consequences of further bullying. If necessary the full range of sanctions may be used. Persistent bullying may lead to permanent exclusion.

Get the bully to redress the damage as far as possible as soon as possible.

Try to get the bully to examine the problem and select the best response.

Ensure that staff are aware of concerns about the possibility of ongoing bullying and are clear about what to do and who to inform should they encounter further incidents. This could be done at staff briefing if the whole teaching staff is to be alerted.

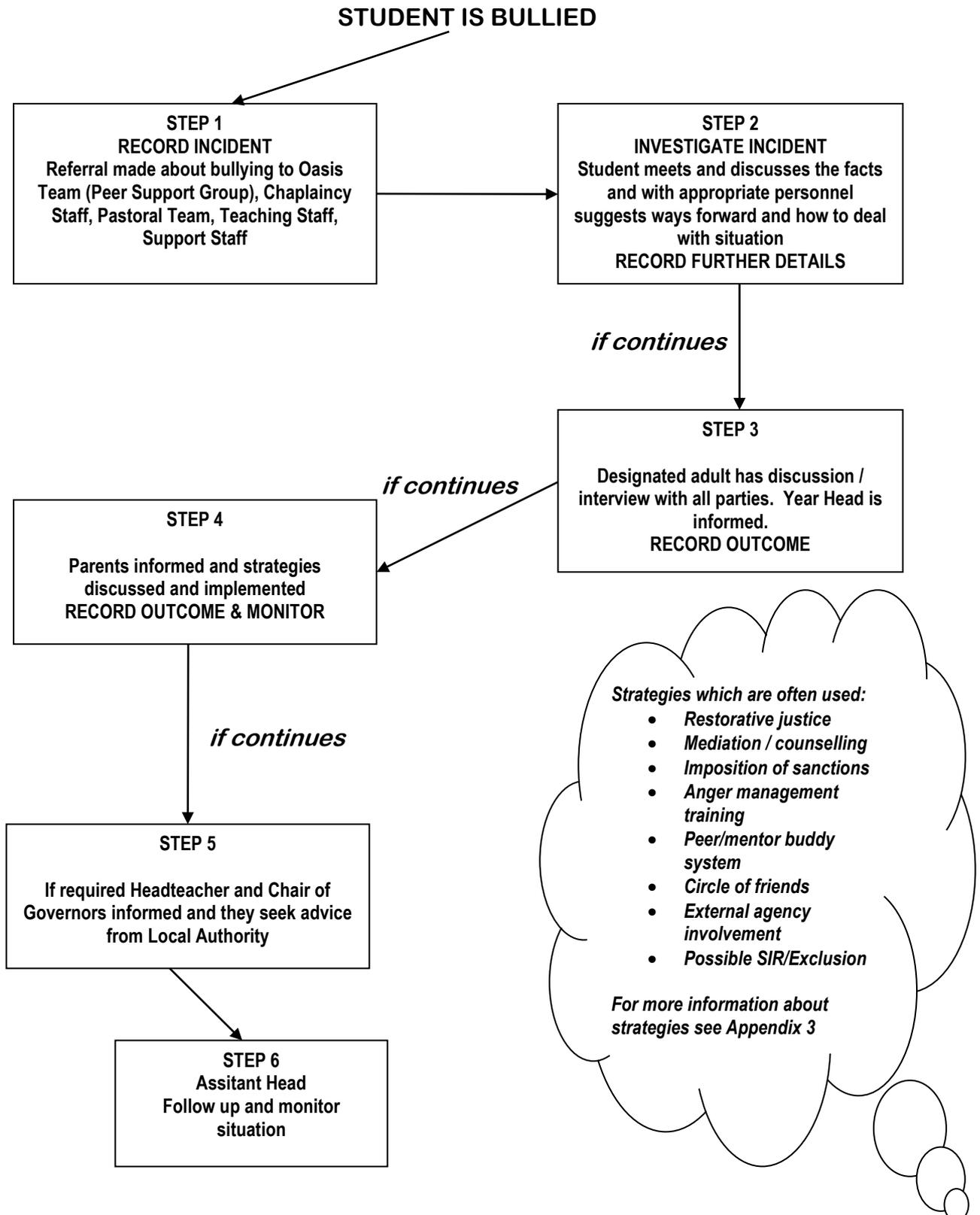
Try to find evidence of good behaviour on the part of the bully. Praise it and try to promote it.

The school has a duty of care to both targets and bullies.

For more information about types of bullies and targets see Appendix 2.

11. Pathways of Help

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12. Some Useful Websites

www.bullying.co.uk

Useful for students and parents

www.kidscape.org.uk

Useful for students, parents and teachers

www.childline.org.uk and 08000 1111

Advice for targets and bullies

www.childrenslegalcentre.com

Free and confidential legal advice and information

www.antibullies.co.uk

Beat the bullies' site

www.there4me.com

NSPCC site –covers bullying as well as other problems

www.anti-bullyingalliance.org.uk

Anti-Bullying Alliance

www.bullying.co.uk

Bullying on line

www.parentlineplus.org.uk

Parentline Plus

www.cyberbullying.org

Cyberbullying

www.st-johnhoughton.derbyshire.sch.uk/information/thezone/thezone.htm

The Zone – link to school website

Here you can submit questions about anything that is bothering you or your friends, and you can check out issues that other young people have.

Questions can be about bullying, growing up, family, friendship. In fact anything at all, and it's confidential.

APPENDIX 1: Cyber-Bullying

Cyber-Bullying and the School's Policy

Cyber-bullying can take place via e-mail, through the virtual learning environments, internet chat rooms, social networking sites, mobile and fixed point phones, digital cameras and virtual world games.

Appropriate use and misuse of these electronic media has been issued to all staff and students as part of the school's ICT Acceptable Use Policy. Every member of staff and every student has to sign a Code of Conduct agreeing to work within the framework of the ICT Acceptable Use Policy.

Guidelines for reporting incidents of Cyber-Bullying

- Prompt reporting of incidents is very important.
- Records will be kept and actions taken will be recorded.
- School will take **all** reported incidents seriously and act upon information provided both inside and outside of school.
- If staff are involved they can gain additional support from their professional association, teacher support network or Local Authority.
- Staff must never try to deal with cyber-bullying directed at them, personally.
- Records of abuse, time, date and address of site should be reported to the person in charge of anti-bullying as soon as possible.
- If a possible/potential criminal offence has been committed and the school is not able to identify the perpetrator then the police may be asked to investigate.
- A member of the Leadership and Management Team will notify the police if a criminal offence has been committed on line, ie death threat, racial abuse etc
- Where allegations of incidents against a member of staff have been made, safeguarding procedures will be followed in accordance with the school's safeguarding and child protection protocols. Appropriate support will be provided.
- The school will note and take appropriate steps to change the attitude and behaviour of the bully.
- The school will deliver clear, appropriate and consistent sanctions and parents/carers will be informed.

APPENDIX 2: Types of Bullies and Targets

Main Categories of Bullies

The largest category of bullies are boys. These boys are confident and freely assert their dominance over the more vulnerable. They are lively, energetic, agile and often over estimate their own skills and achievements. If challenged, they have the skills to talk their way out of trouble.

Although confident among their peers, they often come from backgrounds where a punitive method of discipline and control is in operation. They could be modelling behaviour they have been exposed to in the home or community.

As they may be working from a restricted repertoire of behaviours, other means of coping with negative emotions such as frustration, anger, or jealousy, may need to be introduced. We cannot criticise the person if an appropriate repertoire of behaviour is non-existent.

These students may not be popular with staff as they can be troublesome in school. Often challenging and confrontational behaviour singles them out for inappropriate attention. They may not be as unpopular as the targets who tend to be ignored by staff and peers alike. The bullies may gather a following due to their use of humour and mimicry in taunting others. Their energy and confidence can lead them to be catalysts of negative behaviour.

Bullies often start taunting the vulnerable by name calling. Once staff and students understand the distress this can cause, peer pressure can be used to stop the bullying from escalating. Bullies are known to seek out situations where they can display their dominance. Peer awareness of the group dynamics of bullying could help reduce the potency.

Bullies may single out particular members as targets for disruptive behaviour in class. This could be described as a form of bullying.

Main Categories of Targets

Passive Targets

This is the largest category of targets. These students tend to lack confidence. They are frequently ignored, or even actively rejected, by others. Such targets are not necessarily unpopular; they are passively rather than actively included in school life. These students may be reluctant to approach teachers to complain about the bullying behaviour.

Young people finding themselves without the support of a group of friends, for whatever reason, could find themselves in a vulnerable situation.

Sub Categories of Bullies and Targets

Provocative Targets

These students taunt others until they themselves become the butt of bullying behaviour. Their actions need to be explained to them and the potential outcomes made clear. A very small group of these students have serious problems and need specialist help.

Bully – Targets

These students bully in some situations, but are targets in others. A clear example would be that of a young person, bullied at home by a parent or older sibling, who then takes it out on someone more vulnerable in the school setting. Research from the Sheffield Survey suggests peers perceive there to be an overlap within these two groups.

Colluding Targets

These students allow themselves to be bullied in order to remain in the group. They are often the recipients of taunts and jokes and take on the role of class clown or scapegoat. They may disrupt lesson time in order to enjoy the laughter of the group.

False targets

Many teachers are aware of students who falsely claim that they are being bullied. These students are usually making an effort to gain attention. It is necessary to discern whether or not there are other unresolved problems at the root of this attention seeking behaviour.

Anxious Bullies

This category is composed mostly of boys. Often these students have poor school attainments and/or lack friends. Anxious bullies are the least popular of all the groups and also the most worrying.

APPENDIX 3: Further Strategies for Working with Bullies

Why Some Students Bully

Responses from 12 year old Students

- Fun and entertainment
- Boredom
- Revenge
- Gain e.g. money, goods
- Power of kudos i.e. to show off before peers
- Because the target
 - is different
 - Is an easy target
 - Is vulnerable i.e. alone
- Because it is accepted as being OK
- To compensate for failing in school or having no friends

It must be remembered that the bully is gaining in some way so that it may be difficult to persuade him or her to stop the behaviour immediately. It is often the victim, his or her parents and teachers, who want the situation to change. It must be clear who wants the bullying stopped, so that an appropriate programme of work can be designed.

Strategies for Working with Bullies

Whatever strategies are chosen, it is essential that they are closely monitored and evaluated. It is at best useless, and at worst dangerous, to implement a strategy and simply hope that it is working. Targets are reluctant to talk about their plight and may well not complain, even if the situation is continuing or becoming more distressing.

The Immediate Response

The immediate response must be an attempt to stop the bullying, to ensure the physical, social and psychological well-being of those bullied and those observing the behaviour.

If the bully is not genuinely committed to change the most expedient first response is:

- (a) Stop the bullying – ensure that the school is safe.

Be vigilant in setting up tight supervision and communication systems so that all incidents can be dealt with immediately.

TO IGNORE IS TO CONDONE

- (b) make it clear that the behaviour is unacceptable to staff and students. Disapproval should be unambiguous. Stress that it is the behaviour and not the student that is unacceptable.
- (c) Outline the sanctions that will be imposed if the bullying continues.
- (d) Try to support the bully in changing the behaviour. Allow the bully to talk freely about the behaviour in the context of change.
- (e) Ensure all staff have the same viewpoint and are committed to handling the issue immediately and in an agreed manner.

Further Strategies

1. Explore the possibility of the bullying being a compensatory activity, i.e. no friends, poor academic attainments, hopeless at sport.
2. Offer social skills work in group or class sessions e.g. name-calling, dealing with feelings of anger and frustration, conflict resolution, reciprocity – i.e. seeing another's viewpoint.
3. Identify current cultural heroes i.e. discuss TV commercials and other media sources to identify the promotion of the "macho" male or other dominating figures.
4. Use drama to explore how others feel.
5. Set up situations where the bully and target can talk freely but with adult support.
6. Offer teaching situations where the bully and target can get to know each other better in a safe and supported atmosphere e.g. peer tutoring, collaborative learning.
7. Discuss aggression with the parents – how adult attitudes are modelled. This may need specialist input by a psychologist or social worker, etc.
8. Concentrate on the good behaviours shown by the bully, especially if humour is a talent. Often young people use this ability to make fun of the vulnerable and elicit group support. It is very difficult for peers to resist joining in and laughing if the bully is particularly witty or a good mimic. Explore more positive ways of using wit and jokes to gain group approval.
9. Use curriculum opportunities to counteract stereotyping, cultural and religious prejudice.
10. Always ensure that adults and older students are modelling appropriate behaviour throughout the day so that students clearly see frustration, conflict, stress, etc., handled in a mature and

appropriate manner. Labelling and scapegoating can, sadly too often be encouraged by careless comments from staff in the presence of other students. We need to monitor our own behaviour rigorously if we are to avoid colluding with students in nominating a victim.

11. Any damage or unfortunate circumstances caused by the bullying must be redressed as soon as possible and responsibility taken by the bully.
12. A problem-solving approach is often effective, in that a discussion situation, where the bully is guided to examine the problem and offer solutions, can avoid an over-emotive atmosphere. The choice of best response can be made by the bully. The situation will need to be monitored carefully to ensure that change has been effected, as the target may not complain a second time.
13. All possible ways should be sought to address the need felt by the bully to use such behaviours.
14. The class or year group need to understand bullying behaviour and the adverse effects that it can produce – the distress and humiliation. Peer group pressure can be used very effectively to support those scapegoated. It must be made clear that to ignore is to condone the behaviour, and that all ways possible for the group to refuse to join in the taunting should be explored.

This is a delicate process and it must be made clear that the whole, or the greater part of the group, must do this. It must not be left for just one or two students to stand up to the distressing behaviour. In addition, there must be no bullying of the bully. Drama, literature, art and discussions are very effective ways of introducing and supporting this kind of work.

APPENDIX 4: Breaking up Bully Gangs

1. Meet the target(s) separately. Ask for a written record of what has happened.
2. Do the same with the bullies, starting with the leader. In this meeting, make it clear that the behaviour will not be tolerated. They must stop the bullying, or the school will do so.
3. Make it clear that each person was responsible. There can be no innocent bystanders:
 - A game is only a game if everyone enjoys it
 - If it was an accident, did they help? Did they report it?
 - If it was for a laugh – who was laughing?
4. Write down agreed action, date for review and send a copy to all parents of children involved.
5. Meet the whole group and revise what has been agreed. Pre-empt any bravado by discussing what they will say to each other and the peer group about the meeting.
6. File all information. Photograph any injuries. Inform the police if the matter is serious and define it to the bullies in legal terms i.e. slander, criminal damage, threat, and extortion.
7. Keep the review meeting formal to emphasise the seriousness.
8. Praise any positive change.
9. Use school photographs for identification if the targets do not know the names of the bullies.
10. If the bullies are from outside school, try to do your best to identify them. Ask the police to do spot checks. Supervise the school gate area and immediate environment. These bullies usually congregate in close proximity to the school. They often disappear once they realise that the matter is being taken seriously.

APPENDIX 5: Further Strategies for working with Targets

The Immediate Response

1. Often the target of bullying quickly loses confidence and self-esteem. For adults to probe for answers to questions about the bullying may only increase the stress. It is advisable to find out information by observation work, discussions with peers, and with the parents of the target and peer.
2. Firstly, ensure that the target knows that there is to be a determined effort to stop the bullying.
3. Let the target know that ways are to be sought to restore lost confidence and self-esteem.
4. Make sure the target does not believe the hurtful things that have been said repeatedly by the bully.

Further Strategies

It is difficult to restore lost confidence and self-esteem. Often young people do not want to face up to the problem and hope that it will just go away. To this end they frequently deny that there is a bullying problem or that they need help.

If this is the case, the best response is to ignore this defensive behaviour and embark upon a practical plan of action, discussing the bullying as little as possible.

Mastering a new skill often increases confidence and self esteem.

1. A Desensitisation Programme (run in conjunction with parents)
 - a) The target can join a group of young people and adults which is centred on a skill e.g. dog training, yoga, snooker. Look to the community and local opportunities for these clubs. This takes the spotlight away from the social behaviour of the target so that he/she can feel relaxed.
 - b) Once comfortable in this group the young person can then move on to the group which is skill-based but organised only for peers, the essential factor being that it is closely supervised by an adult; table tennis and chess are examples.
 - c) The next stage will be for the young person to move into a less closely supervised group, such as a school drama club.
 - d) Lastly a much less supervised peer group situation can be attempted such as a school disco.
2. Targets need to consider carefully whether there is anything they can do about the taunts. e.g. lose weight, show a willingness to join in peer group activities, keep expensive belongings at home, dress in a more conforming style. (Students need to understand that although they have a right to do as they wish within the boundaries of the school rules, they need to be able to cope with possible adverse reactions from both peers and staff).
3. Targets can be asked to write down all the distressing things which have been said to, or about them, on a piece of paper which is then torn up and thrown away. This could be burnt by an adult. A symbolic action of this nature can be very supportive.
4. Targets can be asked to draw or write on a flip chart all the good things which they feel about themselves.

5. It can be considered whether or not another student could shadow the target to observe any incidents. The target need not know anything about this. Such a process needs to be done with the utmost sensitivity.
6. A more robust peer or older student could befriend the victim.
7. Think carefully. Do staff attitudes give permission for the bullying? Is the student considered babyish, forgetful, untidy or clumsy? Are these comments made by staff in front of other students?
8. Specific confidence and assertiveness training sessions can be offered to the victim. Videos and drama sessions can be used. The work is most effective when done with a supportive group of students. Individual posture, eye contact, voice and personal presentation can be attended to in private.
9. All opportunities should be sought where the target can be partnered with slightly more robust students. Areas of the curriculum where the student has success can be identified and endorsed.
10. Other agencies can be alerted to the problem in order to monitor attendance and punctuality. Difficulties in these areas are often the first signs that the problem is re-emerging.
11. Older students can talk in supportive settings to younger students about issues such as bullying, as young people speak more freely and more honestly to each other than to adults. They can offer practical tips and good ideas to younger students about positive responses that they can make themselves to these issues.
12. It is possible to put the issue into a more favourable context for victimised young people. Once they realise that media personalities such as Robin Williams, John Harvey Jones, all encountered bullying it helps to give a more acceptable and balanced view.
13. Ensure all students have access to a member of staff with whom they can discuss personal matters comfortably. It is important that the student feels free to choose whom to approach.

Self Protective Strategies

To be alone is to be vulnerable: stay with the group: stay in sight of peers and adults.

Stay calm. Walk quietly and confidently away – dramatic reactions only encourage and entertain the bullies.

Try to arrive earlier, later, choose a different route.

Leave expensive items at home. If you are asked to lend an expensive item try to make an excuse. Say your parents check that you take it home. If it is forced from you, don't fight to get it back.

If you have a nickname, try to get used to it. Learn to be able to laugh at it. Recognise that the laughter is not directed at you, but at the nickname. Joining in not only stops the bullying, but also helps to make you popular.

Are you being provoking? Ask for advice.

Always tell someone, preferably an adult. This is not telling tales. Most people have been bullied at some time, so do not be ashamed.

Rehearse keeping calm, walking away, and laughing off taunts – at home.

APPENDIX 6: Why Students do not Tell

Reasons given in a survey carried out in one secondary school:

- ❖ Parents and teachers cannot do anything about it.
- ❖ Parents do not understand about school life.
- ❖ People expect you to stand up for yourself and to be able to cope.
- ❖ If you tell adults it will only make things worse for you.
- ❖ You feel so ashamed to being unpopular.
- ❖ You feel guilty about not being able to stick up for yourself.
- ❖ You feel you must deserve it. You must be a wimp is you are not able to cope.
- ❖ You are too frightened to tell.
- ❖ You hope it will all go away and that the bullies will pick on someone else.
- ❖ It is accepted as part of life and you just have to put up with it.

Therefore the isolated, rejected and fearful students in schools are having to cope with these traumatic emotions and experiences alone with no easy access to adult support.

APPENDIX 7: Talking to the Target of Bullying

Stages in the Process

1. Denial

- Be prepared for guilt, shame, anger, fear, etc.
- Go slow, don't insist on information.
- Demonstrate confidence, concern, belief, empathy.
- Start with general conversation.
- Keep to the third person – who are others afraid of?

2. Partial Disclosures

- Be prepared for hints, red herrings.
- Give Assurance that it is an important matter and not considered as tale telling.
- Find out information in ways other than by direct questioning.
- Give assurance that bullying is common, that something can and will be done, and that emotional responses are normal.

3. Disclosure and Acceptance of the Problem

- Show belief – some bullying is shocking
- Show you have understood
- Try to be empathic rather than emotive

4. Problem Solving

- Help the student to formulate his or her own views
- Offer positive, realistic, resourceful suggestions
- Confirm that your support will continue
- Help the student plan a response
- End each meeting optimistically and with praise

Saint John Houghton Catholic Voluntary Academy
Individual Bully Report

Date _____ Name of person completing report. _____ Bully/Perpetrator: Target:

Written or Verbal Statements taken: (these could include statements from the bully/perpetrator, target and any witnesses – please attach these to this document)

<p>ACTION TAKEN (please tick if completed)</p> <ol style="list-style-type: none"> 1. Interview conducted 2. Students asked to keep diary 3. Students coached to use strategies 4. Careful, coached and supervised reconciliation with bully 5. Form passed to Assistant Head with responsibility for behaviour.

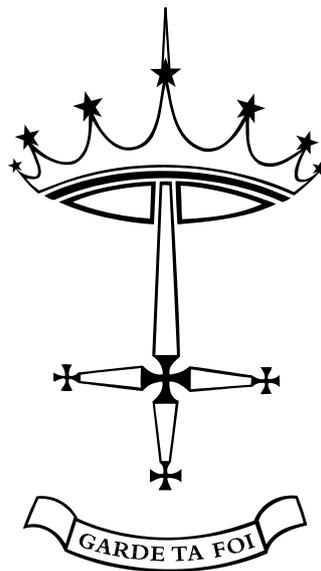
Has contact been made with any parents? (Bully, target, witnesses – always copy Pastoral Secretary in on contact with parents) Yes/No - details if yes

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Summary of events.	
Follow up meeting/events	

Saint John Houghton
BULLYING
A WHOLE SCHOOL APPROACH
PARENTS' BOOKLET

Reviewed April 2016



INTRODUCTION

Bullying in school is a serious issue for all those involved in it; bullies, targets and observers alike. It is important that all those associated with the school play their part in combating it.

Our Whole School Approach asks teachers, support staff, lunchtime supervisors, caretaking and kitchen staff, governors, parents and all our students to be aware of situations where bullying is or may be occurring and to take appropriate action so that it can be stopped.

It is often true that targets of bullying are reluctant to speak up about it and so it is incumbent upon those of us who observe or who are made aware of bullying to act on their behalf. Secrecy only prolongs and aggravates bullying. To ignore it or not to act when we know it is going on is to condone it.

If we are to have a Whole School Approach to the problem then it is important that, when people become part of the school community, and this includes parents, they should be made aware of it. Those of us who are trying to deal with the problem in school need the support and participation of parents.

In addition to the damaging consequences of bullying set out in this booklet it is also important to note that bullying is one of the main causes of child suicide in this country.

This is not a problem that any of us should ignore.

PLEASE READ ON

BULLYING

1. Definition

Our definition of bullying is as follows:

“The humiliation of an individual, by any means, over a period of time, by one or more people who are more powerful than that individual, for their own gain or gratification.”

We are aware that this may not cover all instances of the problem, although we believe that it encompasses the essential elements of bullying.

2. Why Do We Need To Address The Problem?

In this school everybody has the right to be

- Safe
- Valued
- Treated with kindness
- Respected as an individual
-

This means that nobody should be treated unfairly because of

- Appearance
- Gender
- Ability
- Race
- Beliefs
- Accent
- Or for any other reason
-

And that nobody should be

- Laughed at
- Ignored
- Hit
- Kicked
- Pushed
- Taunted
- Rejected
- Threatened
- Abused
- Or hurt in any way

And that everybody has a RESPONSIBILITY to treat everyone else in accordance with these rights.

3. Setting an example

It is vital to the whole process of working towards a “bully free” environment that instances of “good practice” should be evident in all areas of the school and at home.

4. What can parents do?

Encourage Disclosure

Make it very clear to your children that secrecy about bullying ensures that it will continue.

Working Together

Our Mission Statement commits us to caring for both targets and bullies.

Some Strategies You Might Use if Your Child Is Being Bullied

Encourage your child to talk to you about the problem. Try to listen calmly and not to over-react. Try to build up your child’s confidence. If name-calling is involved don’t force the child to say what the names are; this can be very distressing. Try to find out when and where the bullying takes place. Is there a pattern to the incidents?

Please contact the school, particularly if the problem persists and you think that the school is unaware of it. Make an appointment to come in and discuss the matter with your child's Tutor or Pastoral Staff. If your child asks you not to tell the school because of fear of "reprisals" from the bully (or bullies), point out that just "putting up with it" and "hoping it will go away" does not solve the problem.

SOME USEFUL WEBSITES

www.bullying.co.uk

Useful for students and parents

www.kidscape.org.uk

Useful for students, parents and teachers

www.childline.org.uk and 08000 1111

Advice for targets and bullies

www.childrenslegalcentre.com

Free and confidential legal advice and information

www.antibullies.co.uk

Beat the bullies' site

www.there4me.com

NSPCC site –covers bullying as well as other problems

www.anti-bullyingalliance.org.uk

Anti-Bullying Alliance

www.bullying.co.uk

Bullying on line

www.parentlineplus.org.uk

Parentline Plus

www.cyberbullying.org

Cyberbullying

www.st-johnhoughton.derbyshire.sch.uk/information/thezone/thezone.htm

The Zone – link to school website

Here you can submit questions about anything that is bothering you or your friends, and you can check out issues that other young people have.

Questions can be about bullying, growing up, family, friendship. In fact anything at all, and it's confidential.