

Bilbrook Church of England Middle School

Anti-bullying policy May 2010

1 Introduction

As a Christian school, Bilbrook Church of England Middle School aims to foster caring relationships between all members of the school and our families, treating one another with kindness so that we all feel valued. The Government has made tackling bullying in schools a key priority and the DCSF has made clear that all forms of bullying, including those motivated by prejudice, must not be tolerated and should always incur a disciplinary sanction. No one should suffer the pain and indignity that bullying can cause.

Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a pupil feels safe at school, they are in a much better position to realise the five outcomes of Every Child Matters — they can be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.

The aims of this policy are therefore:

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour
- To ensure all members of staff (teachers and all support staff), pupils and parents have an understanding of what bullying is
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps maintain a bully-free environment
- To show commitment to overcoming bullying by practicing zero tolerance
- To identify and deal with incidents of bullying consistently and effectively

This policy contains the following sections

- 1 Introduction
- 2 What is bullying?
- 3 What the law requires schools to do about bullying
- 4 The principles underpinning the school policy
- 5 What this school does to prevent and respond to bullying
- 6 Recording and reporting bullying
- 7 Staff professional development
- 8 Appendices: specific types of bullying; opportunities to promote anti-bullying messages through the curriculum; sample anti-bullying information sheets; school documents: pupil charter; 'Say no to bullies' sheet.

2 What is bullying?

The Government defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to SEN or disabilities
- bullying related to appearance or health conditions
- bullying related to sexual orientation
- bullying of young carers, looked-after children or otherwise related to home circumstances
- sexist or sexual bullying.

Further information on each of these types of bullying can be found in the appendices.

There is no 'hierarchy' of bullying — all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. This policy applies to all types of bullying behaviour.

3 What does the law say schools and local authorities should and can do about bullying?

Legal requirements

The law requires that governing bodies must:

- Make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.
- Consult the head teacher, other appropriate members of staff, parents and all pupils on this statement of principles.
- Promote the well-being of pupils in their schools.
- Exercise their functions with a view to safeguarding and promoting the welfare of pupils.
- Produce an Annual Profile answering the question 'How do we make sure our pupils are healthy, safe and well-supported?'¹².
- Have a race-equality policy, and assess and monitor the impact of their policies (including the race-equality policy) on pupils, staff and parents, with particular reference to the impact on pupils' attainment.
- Have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at

a substantial disadvantage in comparison with pupils who are not disabled.

- Establish procedures for dealing with complaints about bullying and all matters relating to the school, and publicise these procedures.

The law requires that headteachers must:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour-management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the headteacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year.
- Determine and ensure the implementation of a policy for the pastoral care of the pupils.
- Ensure the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises, and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

The law requires that teachers must:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment.
- Apply the school rewards and sanctions lawfully.

Legal powers

The law empowers:

- Members of school staff to impose disciplinary penalties for inappropriate behaviour.
- Headteachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying).
- School staff to use physical force in certain circumstances.

4 The principles underpinning the policy

This school complies with the guidance from the DCSF: the policy and practices in this school are in accordance with the principles set out in the *Bullying — A Charter for Action* document.

The Anti-Bullying Charter principles mean:

For pupils who experience bullying:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused.

For schools:

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school-inspection requirements
- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best-practice based on knowledge of what works
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying
- they have addressed school-site issues and promote safe play areas
- all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

they are clear that the school does not tolerate bullying

they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure

they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child

they are clear about ways in which they can complement the school on the anti-bullying policy or procedures

5 Actions taken by this school to prevent and respond to bullying

Prevention

- Units of work on bullying are delivered through the PSHE programme. The work is based on the SEAL materials and include definitions of bullying; how to treat others with respect; victims and perpetrators; emotional responses to bullying; how can we speak out.
- Pupils discuss and are asked to sign up to the Charter for Action (see Section 4).
- Year 8 peer mentors are trained to provide support through the school day.
- Year 8 peer mentors are used as a sounding board to keep us aware of the needs in the school.
- Year 8 peer mentors deliver anti-bullying assemblies.
- The School Council discusses the anti-bullying charter, the implementation of the strategy, sanctions for bullying; it disseminates information (eg leaflets) about bullying; it conducts pupil surveys at least once a year; and it networks with other schools.
- There are notice-boards around school which are a visible reminder of anti-bullying; the boards contain materials produced by the pupils.
- Information about how to report bullying is highly visible and well publicised. There is a 'Don't Suffer in Silence' box and an email address for reporting incidents of bullying.
- Staff and pupils have a clear understanding of what bullying is, what the school does to prevent it, and how the school responds to bullying.
- Where necessary the police are involved with pupils and their families and the school to deal with bullying.
- The school participates in the annual national anti-bullying week.

Reaction (including reporting)

- Confidential reporting systems are in place and are well publicised.
- Year 8 peer mentors pass on information about bullying to staff.
- As part of the school's open door policy, parents are encouraged to report any concerns about bullying. These concerns are dealt with promptly and appropriately, and parents are kept informed of outcomes.
- Support staff and teaching staff investigate incidents and try to establish what is behind the bullying.
- Support sessions are delivered for victims and perpetrators.
- School sanctions are used to deal with any bullying incidents (see Behaviour Policy).
- Parents are informed and involved as appropriate.
- Parents are made aware of the anti-bullying policy.
- Parents are made aware of the Parentline Plus 24 hour helpline 0808 800 2222, and the information on the **Parentline Plus** website where the leaflet on helping parents worried about bullying, **Be Someone to Tell**, can be downloaded.

Follow up activities

- Individual and small group sessions, including circle time, are delivered to help pupils move forward (both victims and perpetrators).
- Further sessions of PSHE work are delivered where necessary.
- Outside agencies are involved where necessary, with the child and the family. These include the Behaviour Support Team, the Youth Offending Team, CAMHS, anti-racism specialists, magistrates, Relate, and so on.
- A range of other strategies will be used as appropriate for individual circumstances.
- The school liaises with community agencies such as the local police to discuss community issues linked to bullying.
- Adult mentors are allocated to individual pupils where necessary.

6 Reporting and recording incidents of bullying

Data-collection management

In accordance with the DCSF guidelines, the school records all incidents of bullying, including by type and reports the statistics to their LA.

Keeping records of bullying incidents enables the school to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision-making in the event of complaints being made
- engage and inform multi-agency teams as necessary.

This school complies with the legal duty to have a race equality policy and monitor its impact on pupils, staff and parents. This school also complies with the legal duty to eliminate disability-related harassment under the Disability Discrimination Act 1995.

7 Staff professional development

This school reviews general and specific staff induction and continuing professional development (CPD), and identifies how to ensure staff training reflects the anti-bullying policy and practice of the school. Where specific training needs have been identified for particular members of staff through school self-evaluation and individual-performance management reviews, the headteacher ensures that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

The school ensures that all members of staff

- understand the principles and purpose of the school anti-bullying policy
- the legal responsibilities of individuals regarding bullying as set out in this policy
- are clear about their responsibility to resolve problems at the nearest level to the pupil
- know what sanctions and behaviour-management strategies are in place and where to seek support
- have the requisite knowledge and skills for preventing bullying and repairing harm
- understand the needs of vulnerable pupils, including disabled pupils, those with SEN, or those with caring responsibilities
- know the procedures for referral

- know the procedures in relation to safeguarding and liaison with multi-agency teams.

Student Teachers

Student teachers must achieve the **Qualified Teacher Status (QTS) standards**, which include:

- treating pupils consistently, with respect and consideration, and being concerned for their development as learners
- demonstrating and promoting the positive values, attitudes and behaviour that they expect from their pupils
- recognising and responding effectively to equal-opportunities issues as they arise in the classroom, including by challenging stereotyped views and by challenging bullying or harassment, following relevant policies and procedures.

Support-staff training

The **framework for support-staff training** is available from the Training and Development Agency for Schools (TDA) and identifies issues of behaviour management, including how bullying should be dealt with. This school ensures that, when relevant, staff undertaking such programmes consider their school's anti-bullying work as part of their studies.

Induction

Induction standards for teachers are available from the TDA. In planning induction programmes for teachers, this school ensures that there is a standard of behaviour that enables pupils to learn, and acts to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

This school ensures throughout the induction programme that the anti-bullying work of the school is promoted. This applies to teachers or other staff working within the mainstream school, those working as part of an extended school activity and those working outside the school to make alternative education provision.

National Professional Qualification for Head teachers (NPQH)

The standards for head teachers, as set out for the NPQH, include the following actions for head teachers:

- create and promote positive strategies for challenging racial and other prejudice, and dealing with racial harassment
- collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- cooperate and work with relevant agencies to protect children.

Where a member of staff is undertaking the NPQH the study process could be used to support review of anti-bullying policy and practice.

Temporary staff and volunteers

This school endeavours to ensure that supply teachers, temporary support staff and volunteers are clear about their responsibilities in relation to anti-bullying work in the school. This could be covered in the temporary staff briefing and before any school trips or other occasions where parent-volunteers or others are engaged. It will cover:

- a clear, workable definition of bullying
- expectations that bullying will not be tolerated

- statements about actions to be taken
- clear instructions about escalating and deescalating issues
- clear instructions about information-sharing and safeguarding.

Appendix 1: Further information about specific types of bullying

Bullying related to race, religion or culture

Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying⁴³. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to SEN and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers⁴⁴. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary. See chapter 9 of the *School Discipline and Pupil Behaviour Policies* guidance.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to. For more information, refer to the related materials on homophobic bullying.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Further information about how schools can ensure that they address issues of bullying in relation to looked-after children is included in *Supporting looked-after learners: a practical guide for school governors*. On young carers, further information is provided via the TeacherNet pages on **Young Carers** and **Helping schools to be in tune with young carers**. Schools are also encouraged to access advice made available by key voluntary organisations. **The Princess Royal Trust for Carers** and the **Children's Society** have both published information to help school and other staff identify and support young carers. This can be accessed via their websites.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or sexual bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Cyberbullying

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyberbullying. Prolonged campaigns of harassment can occur aimed at both pupils and staff. There is some evidence of a strong transition in cyberbullying; those who have been bullied can go on to do the bullying themselves. For more information, refer to the related materials on cyberbullying.

Appendix 2: Opportunities to promote anti-bullying messages through the curriculum

What can schools teach to prevent bullying?

The most effective way of preventing bullying through the curriculum is to create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- pupils are supported to develop their social and emotional skills.

The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes. So when reviewing the curriculum for anti-bullying work schools will find it useful to review:

- the school-curriculum policy and the responsibilities of all curriculum team leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area
- the contribution to anti-bullying work in specific curriculum areas such as PSHE, Citizenship and in the SEAL programme
- how assemblies, class time and tutorial time are, and can be, used as teaching opportunities for anti-bullying principles and practice
- how transition is planned and delivered:
 - at planned times (e.g. for years 6 and 7 pupils)
 - for individuals arriving at other times in the school year
 - for individuals needing specific support.

Personal, Social and Health Education (PSHE)

PSHE provides school staff with a clear opportunity to work on bullying. Within the national curriculum for PSHE pupils should be taught:

Key Stage 1: that there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying.

Key Stage 2: the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying, and aggressive behaviours; how to respond to bullying and ask for help.

Key Stage 3: the effects of all types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively.

Key Stage 4: to challenge offending behaviour, bullying, racism and discrimination assertively; to take the initiative in giving and receiving support.

Citizenship

There are topics within the Citizenship curriculum which are useful vehicles for teaching about issues related to the anti-bullying work of the school. The QCA has developed relevant schemes of work for Citizenship which teachers can use to explore issues relating to bullying. For example:

Key Stages 1 and 2:

Unit 05: Living in a diverse world

Unit 06: Developing our school grounds

Unit 07: Children's rights — human rights

Unit 08: How do rules and laws affect me?

Key Stage 3:

Unit 03: Human rights

Unit 07: Local democracy

Unit 13: How do we deal with conflict?

Unit 14: Developing skills of democratic participation

Unit 15: Crime— and safety-awareness — a whole-school multi-agency approach

Unit 16: Celebrating human rights — citizenship activities for the whole school

Key Stage 4:

Unit 01: Human rights

Unit 03: Challenging racism and discrimination

Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help schools to develop social and emotional skills which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. SEAL was initially developed for primary schools, and a programme for secondary schools has been piloted and will be rolled-out nationally starting in September 2007. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills.

The Primary SEAL resource provides a whole-school and whole-curriculum framework, and is organised into seven themes:

New beginnings.

Getting on and falling out.

Going for goals.

Good to be me.

Relationships.

Changes.

Say no to bullying.

Each theme is relevant to reducing bullying. The theme 'Say no to bullying' provides an explicit focus on bullying and is a useful resource for **Anti-Bullying Week**. The SEAL learning objectives related to anti-bullying are:

Appendix 3: Sample anti-bullying information sheets for staff, pupils and parents

For staff (including temporary staff and contracted staff) working on the school site

Is it bullying?

It is if individuals or groups are:

- calling them names
- threatening them
- pressuring them to give someone money or possessions
- hitting them
- damaging their possessions
- spreading rumours about an individual or their family
- using text, email or web space to write or say hurtful things (cyberbullying).

It is also bullying if someone feels hurt because of things said about ethnic background, religious faith, gender, sexuality, disability, special educational needs, appearance or issues in their family.

Anyplace School will not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied.

What should I do if I see bullying taking place?

Your role: _____

Interventions which the school uses:

To make sure the child being bullied feels safe:

To challenge the bullying behaviour:

To provide support including contacting parents and other agencies:

Sample anti-bullying information sheet for pupils

Is it bullying?

It is if you feel hurt because individuals or groups are:

- calling you names
- threatening you
- pressuring you to give someone money or possessions
- hitting you
- damaging your possessions
- spreading rumours about you or your family
- using text, email or web space to write or say hurtful things (cyberbullying).

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

Anyplace school does not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied.

What should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- try to stay calm and look as confident as you can
- be firm and clear — look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another pupil.

If you have been bullied:

- tell a teacher or another adult in your school (your head of year, form tutor or learning mentor will all be able to help)
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened.

When you are talking to an adult about bullying be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already.

If you find it difficult to talk to anyone at school or at home, ring ChildLine on **freephone 0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the **textphone 0800 400 222**. You can also write to Freepost 1111, London N1 0BR. The phone-call and letter are free.

Sample anti-bullying information sheet for parents

Is it bullying?

It is if individuals or groups are:

- calling your child names
- threatening him/her
- pressuring your child to give someone money or possessions
- hitting your child
- damaging your child's possessions
- spreading rumours about your child or your family
- using text, email or web space to write or say hurtful things about your child (cyberbullying).

It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

What should you do if your child is being bullied?

Talk to school staff about the bullying. At Bilbrook CE Middle School your first contact point to report concerns about is bullying is (class teacher/form teacher). They are best contacted on 07123456789, by email at Parentteam@ anyplaceschool.sch.uk, by text on 12345, or messages can be left with the school reception on 0112 3456789.

It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.

Be as specific as possible about what your child says has happened, give dates, places and names of other pupils involved.

Make a note of what action the school intends to take.

Ask if there is anything you can do to help your child.

Stay in touch with the school Let them know if things improve as well as if problems continue.

What will Anyplace school do?

Anyplace school does not tolerate bullying. This is what we do about bullying:

- work to make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied
- take actions to ensure that the person doing the bullying learns not to harm others.

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- check with the school anti-bullying policy to see if agreed procedures are being followed
- discuss your concerns with other parents
- make an appointment to discuss the matter with the head teacher and keep a record of the meeting
- if this does not help, write to the chair of governors explaining your concerns and what you would like to see happening.

In some LAs there may be help to resolve the problems via Children's Services.

If you need further support and information at any stage or the problem remains unresolved, ring the helpline at Parentline Plus **0808 800 2222** or contact other local and national support groups.

THE BILBROOK MIDDLE SCHOOL CHARTER FOR ACTION

Our Commitment: *To Stamp Out Bullying!*



CLASS:

We will work together, staff, pupils and parents, to create a school community where bullying is not tolerated.

- **WE** will not tease, torment or name call
- **WE** will not behave in a verbally aggressive manner towards another person
- **WE** will not behave in a physically aggressive manner towards another person.
- **WE** will not hit or provoke another person
- **WE** will not touch or interfere with the possessions of another person
- **WE** will not play a part in the spreading of rumours concerning another person
- **WE** will not be a party to forcing another person to hand over money or possessions
- **WE** will not be a party to unacceptable behaviour, either verbal or physical, towards another person because of their religion or colour
- **WE** will conduct ourselves properly and in an acceptable manner at all times, treating all others with the same courtesy and respect that we expect in return

Together we will create a safe and happy learning environment for us all!

'Say no to bullies' sheet

What is a Bully?

We are all capable of doing and saying unpleasant things to each other. But a bully goes a lot further, their cruel actions are constant, they pick on someone who is vulnerable they frighten others to join in.

Bullying can destroy children and young people's enjoyment of school, their family and social life, as well as their capacity to learn.

Remember, ***WE ALL*** have the right to come to school and be safe ***WE ALL*** have the right to be happy.

If you need help you **MUST** tell someone! Staff, your friends or the Year 8 Buddies are all there for you as well as the '*Don't Suffer in Silence*' box by the Well Done Wall and the e.mail address.

Please, if you are being bullied, ***don't suffer in silence***. Speak out... **now!**

Join us and say **STOP** to the bullies.

Together we will make our school a safe environment to be in