



COUNTER BULLYING PROCEDURES AND CONSEQUENCES

What is bullying?

TradeWinds Academy defines bullying as –

“...an abuse of power that is malicious (nasty), intentional (on purpose), repeated and unfair.”

When faced with potential allegations of bullying, members of the school community are encouraged to think about STOP!

Several Times On Purpose (STOP)

All children have the right to feel happy and safe at school. As such, bullying behaviour will not be tolerated. This counter-bullying policy will highlight the following:

- Prevention
- Open communication
- Prompt intervention
- Procedures

Prevention

It is always our aim to ensure that TradeWinds Academy is free from bullying or bullying behaviour. As such, we try to prevent bullying from happening in a number of ways:

- Culture

The friendly and purposeful atmosphere throughout the school fosters a sense of togetherness and encourages each member of the community to support one another. Building the family atmosphere is an aim for all staff. The curriculum, informal conversations, circle time and assemblies all help to maintain and develop our collective responsibility for each member of the school community. All members of the school should demonstrate through their behaviour and actions that there is no place for bullying at our school.

- Circle time and Assemblies

All pupils have weekly circle time sessions. During those lessons the topic of bullying is raised from time to time. The lessons are designed to promote the idea that anyone feeling bullied should speak up and the people who pupils are able to turn to for help are also introduced to them. Assemblies and occasional workshops may reinforce these messages.

- Our school values

Acceptable ways of behaving at school are promoted in a number of ways; through our school motto of Belong, Explore, Shine and through promotion of the Personal Learning Goals.

Open Communication

When children feel that they are the victim of bullying behaviour, they are encouraged to communicate this to an appropriate member of the school community.

Pupils can raise their concerns or make allegations of bullying in a variety of ways:

- 1) By talking to their class teacher
- 2) By talking to a teacher
- 3) By talking to a parent or guardian
- 4) By talking to a friend
- 5) By going to see any member of the school who they feel that they can talk to

Prompt Intervention

The following protocol will followed by TradeWinds Academy

1. Stimulus for action - Bullying will either be reported or suspected.

If a child, member of staff or parent communicates, rightly or wrongly, that a child is being 'bullied' then we must investigate according to the procedures outlined in this document.

2. Strategies for dealing with pupils feeling that they are being bullied

We feel that our pupils don't always want the same response when they are feeling bullied, but it must always be made clear that the person they are talking to cannot keep what they are told to themselves and that they will have to share the information with other people in the school. In an attempt to allow them to have a say in how any incidents are dealt with, we have a three-stage plan.

- 1) being heard but not wanting "action"
- 2) being heard and wanting something done to solve the problem
- 3) being heard and the situation is more critical and immediate action by staff is necessary

In all of the above stages a pupil may bring another person with them when they meet with the member of staff, a fellow pupil for support or another member of staff who is able to help interpret what is said e.g. for EAL pupils. In line with our aim to build the most productive partnership with parents of our pupils we will sometimes consult parents about how we propose to approach any allegations of bullying. Parents are informed and their views are considered but they are not invited to attend meetings between pupils or to observe any other discussions that take place. The staff will determine the best possible course of action in consultation with the head teacher. Parents are asked

not to speak to other pupils directly involved (or their parents) about incidents to prevent any misunderstandings.

3. Action

All stages have some fundamental principles at their heart:

- The pupil's views must be respected
- The pupils should feel empowered by our actions
- Parents have a right to be kept fully informed and offer their views
- The alleged bully and the victim have equal but different rights
- Finding a positive way forward for both the victim and the bully is the aim

Procedures that the teachers will follow;

3.1 The class teacher should be informed immediately.

It is possible that a child will identify a teacher other than their form tutor to confide in, or that a parent may inform a teacher other than the form tutor. However, the class teacher should be informed and should probably lead the process. Flexibility in this matter should be allowed but only after consultation.

3.2 Inform the headteacher that bullying has been reported/suspected

3.3 The class teacher should talk to the 'victim' and take notes.

First of all you should reassure the child that they have done the responsible thing by telling. Reassurance is vital at this point as many children will be worried about retribution. Some children will find it easier to write down what is worrying them. Establish if bullying is taking place by using the school's definition. Establish if it is verbal or physical or both. Try to record exact dates and times of incidents if possible. Give the victim a short term goal (i.e. how to get to the end of the day) and tell them that you are going to do to help. Tell them what will happen next. If you have had to withdraw the child from class for interview it would be helpful to arm them with a reason which won't attract attention when they return.

3.4 Talk to the child suspected of bullying

This will be done without making any accusations. If there is more than one child suspected interview them individually. Try to establish if there has been **intent**. Starting with 'do you think/accept that we have a problem?' encourages dialogue. Try not to ask closed questions; give the child the opportunity to talk through open questions. Do not allow words like 'only' and 'just' as an excuse for their behaviour. Jokes are only funny if everyone laughs; beware of the 'non-accidental accidents.' Let them know that the suspected victim (usually the child bullying knows who it is anyway) is unhappy at school. The child should be told not to discuss this matter with friends and not to seek retribution with the alleged victim. This will need a clear and age appropriate explanation. Give them plenty of opportunity to show honesty. Praise honesty at all times.

3.5 Investigate and interview ‘bystanders’ or any third parties.

It is likely that other children within the peer group will know what has been happening. These children should be encouraged to tell as part of a problem-solving conversation. However, be wary of the temptation to brief the whole class or large groups.

3.6 It is school policy to inform parents of any incidents involving their children.

Both sets of parents should be informed as soon as possible. The quality of this communication is vitally important in resolving the problem. Parents must hear from staff before hearing from their child. It is important that parents know that we treat this seriously. Beware, however, of using the word bullying when proof has not been established. Clear proof and/or admission must exist if the word bullying is to be used. Parents of children involved in bullying as bully or victim will be extremely anxious and will need careful, sympathetic handling.

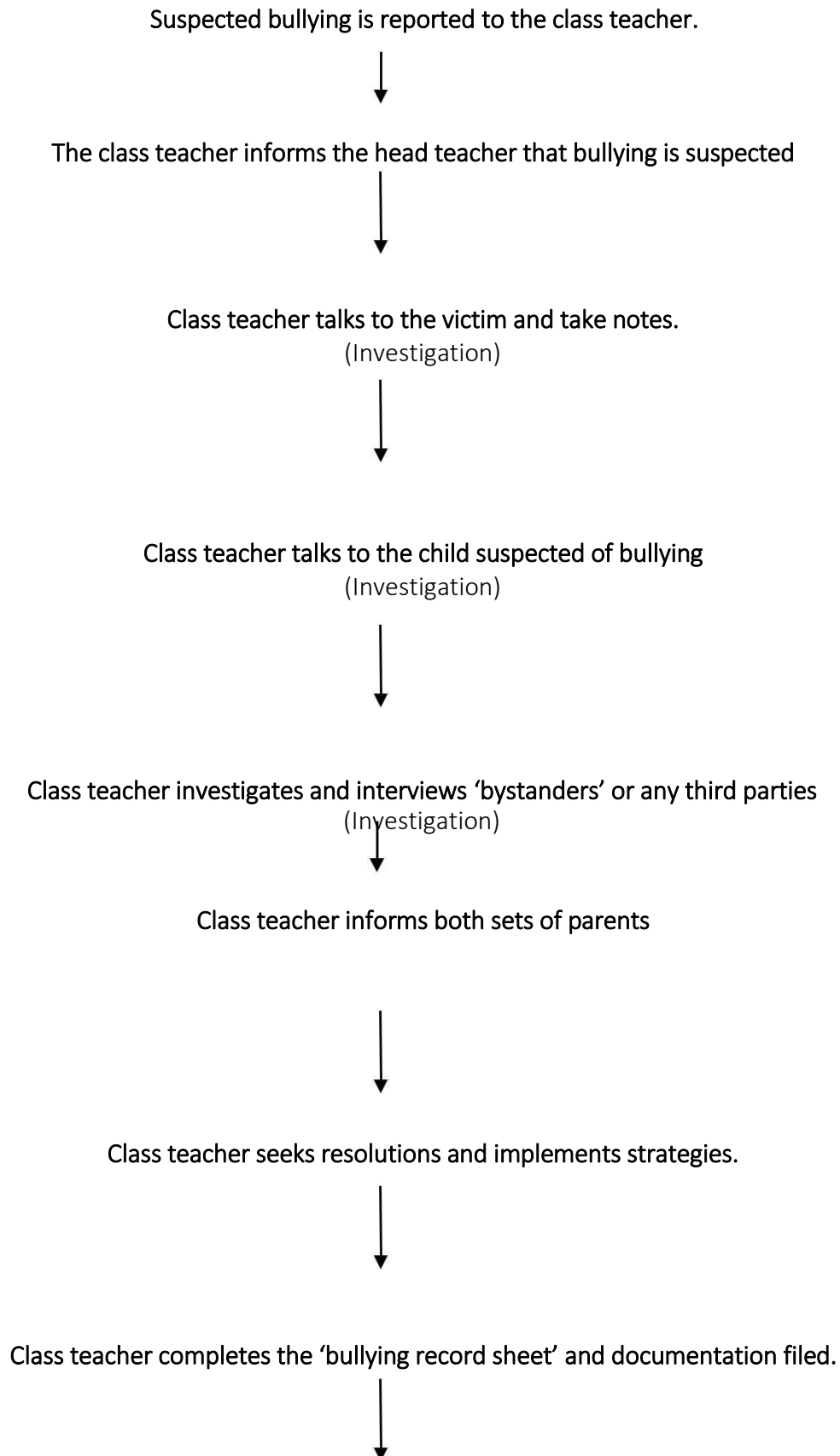
3.7 Resolutions should be sought. In many cases there is no short-term miracle cure and all parties should be made aware that patience will be important as behaviour patterns and habits are altered. Possible resolutions may involve:

The person demonstrating bullying behaviour	The victim of bullying behaviour
Assigned a mentor and review dates set	Assigned an advocate and regular meetings arranged
Short term targets set	Regular meeting between parent, pupil and Advocate
Counselling via a mediated meeting. The bullying child needs to develop some empathy with the victim through counselling. Bullying children also need to know that they own their own behaviour and make their own decisions. Certain types of bullies find social interactions very difficult and find making and holding down friendships difficult. Sometimes these children need help in forming friendships.	Counselling can be offered. The victim may need counselling in how to be more assertive. The victim may need to be given strategies in how to deal with being bullied i.e. ignore, be assertive, avoid, hang around with friends. Rehearsing ways of coping can give the child a strategy that they did not have before.
Write a letter offering an apology and explaining a change of heart	Regular re-visiting of the issue until the problem passes and then periodic review
In exceptional circumstances:	
Be temporarily withdrawn from the peer group	Stay in at breaks
Be temporarily withdrawn from school	Be given special dispensations from usual routines to help restore their confidence around school
Parents asked to keep the pupil at home for a period of time, fixed suspension	
Expulsion or parents asked to remove the pupil from the school	

8. **Complete the 'bullying record sheet'**. This form should be completed and passed to a head teacher for filing in the Counter-Bullying file. Copies should also be passed to Administration for filing in each pupil's main file. If, after investigation, the behaviour is deemed not to be bullying but to be poor behaviour, then alternative sanctions will be applied.
9. **Meet regularly with both victim and bully to monitor the situation.**
This is important for both children.
10. **Keep parents informed.**
Take opportunities to contact parents if their child does something positive as well.
11. **If the bullying returns** the child bullying will need to repeat the above process with the head teacher looking at ways of revising the action plan and making improvements.
12. **If the bullying persists**, a head teacher may issue an informal warning to the pupil. The parents will be required to attend a meeting with a head teacher and class teacher and a more specific action plan will be drawn up. Detention and 'time out' during hot spot times i.e. breaks may be used if deemed appropriate by the staff. Pupils who bully will be given advice and support to help them manage their behaviour, but extreme or persistent bullying is likely to lead to a period of suspension from school or even permanent exclusion.
13. **If the bullying continues** the head teachers may consider a formal warning, suspension or expulsion.

Procedures

1



Class teacher meets regularly with both victim and bully to monitor the situation and keeps the parents informed.



2

If the bullying returns defer to the head teacher (stage two)
(review action plans, counselling, disciplinary measures, informal warning)



3

If the bullying continues (stage three)
(formal warning, suspension, expulsion)

BULLYING RECORD SHEET

Names of pupils involved:

Victim –

Alleged bully (ies) –

DATE	
WHO REPORTED IT?	
TO WHOM WAS IT REPORTED?	
WHAT ACTION HAS BEEN TAKEN?	
FOLLOW UP ACTION NECESSARY?	
HAVE OTHER STAFF BEEN INFORMED?	
STAFF SIGNATURE	
<p>This form should be completed and passed to the head teacher for filing in the Counter Bullying file. Copies should also be passed to Administration for filing in each pupils' main file.</p> <p>Attach pupil statements and any other relevant paperwork.</p>	