

# JOHN FLAMSTEED COMMUNITY SCHOOL



## **Anti-Bullying Policy And Procedures**

Amended May 2013

To be Reviewed May 2015

## Statement to students

Students at JFCS should know that staff take bullying seriously.

### If YOU are being bullied don't blame yourself

#### What can you do about it?

1. First of all, if you feel able to, you should **ignore** or **challenge** the bully. Tell him or her **"Stop doing that – I don't like it"**
2. If you do not feel able to do this, or if you have tried and the behaviour continues, then you must **tell someone**. This is a powerful thing to do it is not 'grassing'. You should tell:
  - or a friend who will speak to you
  - or your form tutor
  - or your success co-ordinator
  - or a deputy head
  - or the head
  - or another adult whom you feel you can talk to
3. If you cannot do this then write it down and post it in the Bully Box – (there are 2 of these – one outside reception and one outside the old school staffroom) or e-mail the school website.
4. Other things you can do: stay in groups, stay with friends, avoid risky areas, practise being assertive, behave in a self confident way even if you are not feeling this.

#### What should you do if you witness bullying?

1. You should do the same as above: **challenge and/or tell**.
2. As well as this you should try to **befriend** the person being bullied:
  - a. right there and then so that they feel that they have support
  - b. and in the future so that they do not feel so isolated

**If you stand by and do nothing, or if you stand by and laugh at what is happening then you are as bad as the bully.**

#### Having reported bullying behaviour to a teacher this is what you should expect to happen:

- a. The teacher will listen to you. This might not be immediately but you should expect an appointment.
- b. What you have to say will be taken seriously, written down and kept on file.
- c. You will have your say about what happens next.
- d. You will be offered support and protection.
- e. You will be offered help to find out why you are being bullied and ways of preventing it happening again.
- f. You should expect to have the chance to report back after an agreed time so that the teacher can check that things are now OK.

### **If you are a bully this is what you should expect to happen to you**

- a. Expect to have your behaviour challenged and/or reported to a member of staff.
- b. Expect to be interviewed by a member of staff and given an opportunity to make amends.
- c. Expect a written record to be made of your behaviour and this record to go on your file for a specified time.
- d. Expect your parents and other staff to be informed about your bullying behaviour.
- e. Expect help to enable you to change your behaviour.
- f. Expect to have your behaviour monitored and to have to report back after an agreed time.
- g. Expect that sustained improvement in your behaviour will be acknowledged and parents and staff informed of this improvement. This will also result in the record of your bullying being removed from your file.

### **If there is no change in your behaviour**

- a. Expect to be interviewed again.
- b. Expect to be punished. Punishment will range from a warning to exclusion from school.

## Staff Procedure for Dealing with Incidents of Student Bullying

### IT IS IMPORTANT THAT **EVERYONE** FOLLOWS THESE PROCEDURES

If a student approaches you to report bullying:

- a. Reassure them that they have done the right thing.
- b. Recognise that because the victim has approached YOU, they are expecting YOU to do something about it.
- c. Be prepared to listen, no matter how trivial the incident might appear. Try to understand what it means to that person.
- d. If you cannot give time immediately then make an appointment for **as soon as possible**, in the meantime ask the student to write down what is happening.
- e. Assess the situation and decide **by agreement with the student** who else should be involved in dealing with this and who is the right person to do the follow up.
- f. Even if you deal with the incident yourself, make sure that the student knows that the information may need to be passed on.
- g. Help the person to become more specific about the problem eg. what actually is happening, who else is involved, what might they be doing to contribute to the situation?
- h. It is important that there is a written record of what is happening. As well as other reasons for this, it conveys the message that you are taking the matter seriously. If the student has not done this for you, then you should do it in their presence – use the 'Record of Bullying Incident Sheet'
- i. Find out what the student would like to happen next and agree on action, See Appendix 1 – Strategies.
- j. Put the plan into action.
- k. Consider if further punishment is appropriate for the bully and take necessary action.
- l. Consider whether on-going support is necessary for the victim and the bully in order to help them sustain any improvement and who should do this: other students/other staff/parents?
- m. After dealing with the incident, arrange a date to follow up to make sure that things are still OK.
- n. Make sure that a record of the incident is placed on the offender's file.
- o. Make sure that, for all but the most trivial offences, the parents of both parties are informed of the incident(s) and the action taken, and other appropriate staff are also informed. Decide who is the most appropriate person to contact parents eg. Tutor, HoD, Success Co-ordinator?
- p. Make sure that, after an agreed time interval, the parents of the bully are given a progress report.

## **What to do if the victim does not wish to be identified**

There may be situations where you find out from a third party (often a parent) that serious bullying is happening, but you are told that the victim does not wish to report it for fear of the situation becoming worse, or it may be that you suspect that bullying is happening without having any real evidence.

One way forward for tutors is to ask each person in the group to write down, anonymously if they wish, what is happening to themselves and/or to others. Ask them to be quite specific and detailed in their accounts naming names, describing events etc. With younger students it may be more appropriate to introduce this after some discussion on relationships.

A method which has been used with some success with lower school students, is to ask them to respond, in writing, to the following questions, without discussion with others.

1. What is the nicest thing anyone in this group has done for you or for others?
2. What cruel/unkind things have people in this group done to you or to others?

This will give you evidence which you can use to collect together all those who are being victimised, and those who are sympathetic to the victims, without identifying the original complainant. Explain to this small group about how you and the school feel about bullying and ask for their co-operation in dealing with the situation. With their agreement set up a situation where you can use an appropriate strategy.

Alternatively, tutors may wish to identify issues to do with their tutor groups' behaviour by use of a checklist, which can be circulated around staff involved. See Appendix 2 – Checklist.

## APPENDIX 1 STRATEGIES TO COMBAT BULLYING

### No blame approach\*

- Step One** - **Interview the victim**  
Talk to the victim about his/her **feelings**. Find out who is involved.
- Step Two** - **Convene a meeting with the people involved**  
Arrange to meet with the group of students who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. A group of six to eight works well. It is important to include all the key people.
- Step Three** - **Explain the problem**  
Tell them (or ask them) how the victim is feeling. (Some workers have found it useful to use a poem, a piece of writing or a drawing to emphasise the victim's distress.)  
Do not discuss the details of the incident(s) or allocate blame.
- Step Four** - **Share Responsibility**  
Without attributing blame, say that you know that the group are responsible and can do something about it.
- Step Five** - **Ask the group for their ideas**  
Encourage each member of the group to suggest a way in which the victim could be helped to feel happier. Help them with this if necessary. Do not extract promises of good behaviour. Record any agreements on the Bullying Incident Form.
- Step Six** - **Leave it up to them**  
End the meeting by passing over the responsibility to the group to solve the problem. Arrange to meet with them again about a week later to see how things are going.
- Step Seven** - **Meet them again**  
Discuss with each student how things have been going. See the victim separately. This allows you to monitor the bullying and keeps the students involved.
- Reassure the victim's parents, describe the action that you are taking and keep in touch with them

\*Maines, B and Robinson G, *The No Blame Approach*; Lucky Duck Publishing 1992

## **Method of Common Concern\***

**Intended to be used when a group of students attacks another student. This method also does not apportion blame or give out punishment.**

(Research suggests that the group takes on its own identity and ignores the feelings of others therefore, it is important to reindividualise the group members.)

Meet with the group members individually to make EACH student aware of the effects of his/her actions.

Encourage each one to think of solutions to the bullying problem and to put this into action.

Have regular meetings with each individual to monitor the situation. Also meet the victim to give support and help them talk about the bullying.

After some time, when the victim feels ready, convene a meeting of the whole group to review the situation.

*\* Howe, Fay and Tuthill, Jim; Tackling Bullying; NSPCC; 1994  
DFEE; Bullying – Don't Suffer in Silence; HMSO*

## Challenging the Bully

Some students may wish to challenge the bully in your presence. Think about:

- who else needs to be there: friends of the victim for moral support, other victims so that they can do it to, other staff?
- what they are going to say, and how they are going to say it; let everybody have a go at this, friends included\*.

You will need to practise this beforehand and you will have to allow enough time to do it properly. Show them what to do by role-playing it yourself first if necessary. Remind them about the importance of body language. When the time comes they should each in turn:

**Stand up, look the bully in the eye and in a firm voice say something like:**

\* **“I feel ..... when you .....”**

**“I do not like the way you have been behaving towards ..... and I insist that you do not do this any more”**

Allow the bully the opportunity to explain their behaviour, to make amends and to say how they will behave in future. If the bully denies the described behaviour (unlikely because you will not have got into this situation without a wealth of evidence) remember you have witnesses present who have already given you detailed information and you have written this down.

This is often a painful experience for the bully and there is more hope of improving relationships between the two sides if the victims feel able to say something positive about the bully eg. “I like it when you .....”

Before finishing, explain the importance of confidentiality to everybody. It is in their own interests not to boast about what has happened.

If there is more than one bully, then they should be dealt with separately.

**This is an effective way of dealing with bullying behaviour; victims are empowered by this method and increase in confidence so that they are less likely to be victims again. Never force a victim into this and be aware that there may be repercussions.**



## Anti-Bullying Commitment in Derbyshire

### Fogging

Being insulted results in an individual feeling angry or upset. Clearly, if individuals retaliate with further insults the situation can escalate. At the same time the antagonist will be looking for entertainment value and power. To prevent this situation continuing, the strategy of fogging allows the person being insulted to avoid confrontation but attempts to enable them to get out of the situation; without losing respect; by making a measured, deliberate stand against the insult. The intention is to diffuse the situation and neutralise the antagonist's attempts at harm. It is important to work with students to practice this technique, so that when faced with the situation they feel confident to deal with it.

One version of the fogging technique is referred to as the Golden Triangle<sup>1</sup>

"That's true  
That might be true  
I can see why you think that's true

The above script is virtually all that is needed!! Generally a response from the top of the triangle is the most effective.

Bully: You have great big ears  
Victim: That's true, I do have big ears. (*fogging*)  
Bully: They stick out and flap in the wind.  
Victim: It's true they stick out. (*fogging*)

Such a response offers very little encouragement to the bully to continue<sup>23</sup>

A variation may be for the insulted student to agree with the insult, but to add a favourite phrase of their own.

Bully: You are the thickest person in school.  
Victim: I may be but I am good at games.

or to simply assert that the person doing the insulting may hold that opinion but should not express it.

Bully: You are the thickest person in school.  
Victim: You may think that but you have no right to say it.

Another variation is that the insulted person asks a non-relevant open ended question.

Bully: You are the thickest person in school.  
Victim: What homework did we get for Maths?

Or

Victim: What did you watch on television last night?

A final variation could be the use of the Broken Record technique, which requires the repetition of the same non-confrontational assertive phrase.

Bully: I want your pen.  
Victim: I need it for my work.  
Bully: Give me your pen.  
Victim: I need it for my work.

<sup>1</sup> Simmons, R; Derbyshire Bullying Course Handouts; Reducing Truancy Project 1995

<sup>2</sup> Martin Wilkinson, Teacher / Therapist at the Child and Family Therapy Service (Marsden Street Clinic, Chesterfield 01246 552960)

<sup>3</sup> Russell Simmons, Social Worker – Child and Family Therapy (Chesterfield Area Education Office 01246 204851)

**APPENDIX 2**

**CHECKLIST FOR BULLYING BEHAVIOUR**

**Confidential**

**FORM .....**

**Please indicate the names of those students who fit the categories listed below.**

Pushes people around

Indulges in "playfighting"

Threatens violence

Uses violence

Regularly puts others down (name calling/sarcasm/sneering etc)

Interferes with others' property/workspace

Regularly moves people out of a seat so they can sit there

Regularly borrows others' equipment without asking

Excludes others in order to hurt their feelings

Doesn't allow others to join in play/group work etc

Demands/expects money/favours etc

Purposely forgets to repay a loan

Racially offensive

Sexually offensive

Other .....

**FURTHER COMMENT**

Please indicate who is the target for this kind of behaviour

Return to ..... by.....

# RECORD OF POTENTIAL BULLYING INCIDENT

NAME OF STAFF COMPLETING THE FORM.....

DATE OF COMPLETION .....

NAME(S) AND TUTOR GROUP OF STUDENTS INITIALLY IDENTIFIED AS COMPLAINANTS

.....  
.....  
.....

NAME(S) AND TUTOR GROUP OF STUDENTS INITIALLY IDENTIFIED AS AGGRESSORS

.....  
.....  
.....

DATE OF INCIDENT .....

LOCATION.....

.....

TIME OF DAY.....

**DETAILS OF INCIDENT** Reported by: Student/parent/teacher/support staff

# ACTION TAKEN – PLEASE SEE OVERLEAF ACTION TAKEN

Your Name .....

Date Action Taken .....

**Please tick relevant lines**

**For named COMPLAINANT**

- a. Spoken to
- b. Comforted/Reassured
- c. Physical injury attended to
- d. Asked if previous incidents
- e. Given appointment
- f. Asked what action preferred
- g. Agreed action taken\*
- h. Parent informed
- i. Will continue to monitor
- j. Copy to student file/tutor/Success Co-ordinator

**\* ANY MORE DETAILS**

**For named AGGRESSOR**

- a. Spoken to
- b. Comforted/Reassured
- c. Physical injury attended to
- d. Asked if previous incidents
- e. Given appointment
- f. Invited to make amends
- g. Agree action taken\*
- h. Parent informed
- i. Will continue to monitor
- j. Copy sent to student file/tutor/Success Co-ordinator

**\* ANY MORE DETAILS**

**Send to S Harrison for central filing**

## **BULLYING**

### **Statement of Intent**

At John Flamsteed, as with other institutions, bullying behaviour exists at all levels.

We believe that this is not an acceptable way of behaving and it prevents those affected from taking advantage of social and educational opportunities offered by the school, or from functioning effectively in their role/job.

### **Bullying behaviour is:**

generally persistent  
deliberately hostile  
involves an imbalance of power  
causes distress to one or more individuals

### **It includes:**

invading privacy  
actual violence  
threats of violence – verbal or non-verbal  
cyber bullying  
sneering and sarcasm – comments intended to put people down  
teasing and / or name calling, making jokes at someone's expense  
written abuse or graffiti  
ignoring, excluding someone in order to hurt their feelings  
interfering with property, workspace and borrowing without permission  
derogatory comments about religious beliefs  
racially offensive remarks or behaviour\*  
sexually offensive remarks or behaviour  
wearing racist / sexist badges / slogans  
demanding money / goods / favours through intimidation / force  
purposely forgetting to repay a loan  
writing nasty comments on websites walls

\*Towards or about anyone from a different culture, ethnic group, place of origin, place of residence.

Overall it acts to intimidate, humiliate, ridicule and / or undermine the confidence of the person(s) being bullied.

### **Why people don't always complain about bullying**

We know that people don't complain about bullying because they:

- ◆ fear that others will consider the behaviour petty / unimportant and they will not be taken seriously
- ◆ fear that it will make it worse
- ◆ fear that they will be shown up, laughed at, thought of as being 'mardy' a 'wimp' etc,
- ◆ are uncertain about what will happen
- ◆ have complained before and nothing has happened
- ◆ want to keep in with the bully to lessen future harassment eg. 'we're only playing'  
think they will be seen as 'grassing'