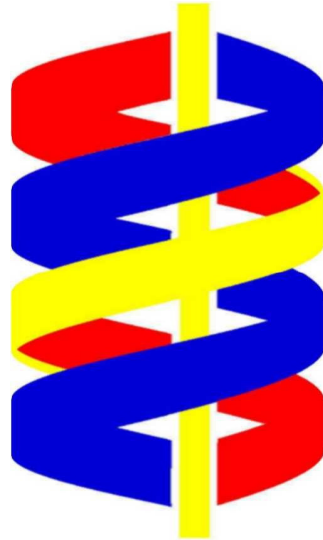


Beaufort Community School



A policy on:

Bullying, Conflict and Harassment

Date of Policy	March 2009
Review	March 2010
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Contents	Page
2. Aims of Anti-bullying work at Beaufort Community School	1
3. Definitions of Bullying, Conflict, Harassment and Cyberbullying	1 / 2
4. Roles and Responsibilities	2
5. Anti-bullying focus group	3
6. Procedures	4
Anti-bullying strategies (AB1)	5
Anti-bullying strategies (AB2)	6 / 7
Anti-bullying strategies (AB3)	8
Anti-bullying strategies (AB4)	9
7. Dealing effectively with bullying / conflict / harassment	10
8. Dealing effectively with bullying / conflict / harassment	11
9. What can parents do about cyberbullying?	12
10. Safe use of the internet	13 / 14
11. Peer support at Beaufort Community School	15
12. Supporting vulnerable groups of learners at risk of bullying	16
13. Help for parents	17
14. Help for students	18

A policy on Bullying, Harassment and Conflict.

- 1. At Beaufort Community School we aim to have a school community in which everyone feels valued and safe, and where individual differences are appreciated, understood and accepted. Every member of the school community has the right to enjoy life at Beaufort Community School.**

This policy is in addition to, and complementary to:

The School Behaviour Policy
The Attendance for Learning Policy
The Child Protection Policy
Equal Opportunities Policy
Acceptable Users Policy
DDA policy.

This policy has been compiled in consultation with staff, students, parents, governors and members of school partnership groups.

2. Aims of Anti-Bullying Work at Beaufort Community School

- To reduce the number of bullying, conflict and harassment incidents each year.
- To work with all members of the school community to educate and support so that they may alter their behaviour to become more emotionally literate.
- To support any victims of bullying, conflict or harassment.
- To adopt strategies that engage victims and perpetrators to seek a resolution.
- To involve parents promptly in all incidents of bullying conflict and harassment.
- To work with the community to tackle and resolve causes of bullying outside school which may be brought into school.

3. Definitions

i) Bullying

Bullying is the deliberate intent to upset, hurt and intimidate others by words or deeds sustained over a period of time. It can be actions taken by one person or by a group towards another person or group of people.

Bullying can be physical, verbal, mental, religious, racist, sexist and homophobic.

Examples of bullying:

- Being called hurtful, derogatory names
- Deliberately punching, hitting, bumping or kicking
- Teasing
- Spreading rumours to deliberately hurt someone
- Sending hurtful or malicious texts or e-mails
- Inciting others to gang up on someone via social network sites (MSN, Bebo)
- Referring to ethnic origin / race or sexuality in a hurtful way
- Taking or damaging property
- Deliberately ignoring, avoiding or excluding
- Repeated 'putting down' of others.

ii) Conflict

Conflict is the opposition between ideas and interests and may result in a one-off or short term argument between students or members of the school community. Conflict may arise due to personal differences or problems between families being brought into school. Conflict can develop into bullying if it is not handled correctly.

iii) Harassment

Harassment is to trouble, torment or confuse by continued and persistent attacks or questions on a particular theme. This can take place, face to face or via texts, e-mails or social networking sites.

iv) Cyberbullying

This is an aggressive, intentional act carried out by a group or an individual involving the sending or posting of harmful or cruel text or images using the internet or other digital communication devices against a person who cannot equally defend him/herself. Cyberbullying has been defined by the Anti-Bullying Association as taking the following forms:

- Unwelcome text messages that are threatening or cause discomfort
- Pictures or video clips taken using camera phones or digital cameras and sent to others via phone or over the internet to make the victim feel threatened or embarrassed
- Mobile phone calls which are silent or contain abusive messages or statements
- Threatening e-mails often sent using a false name or somebody else's name
- Instant messaging (ie MSN) – unpleasant messages sent as children to conduct real true conversations on-line
- Bullying via websites (ie Bebo, Myspace, Facebook) and online personal polling sites.

4. Roles and Responsibilities

All members of the school community have a role to play in spotting incidents of conflict or bullying. All members should be aware of the policy and know what to do should a student confide in them about a bullying issue.

Clare Hankey is the named member of the senior leadership team responsible for co-ordinating all Anti-bullying work and the Anti-bullying focus group which meets each term.

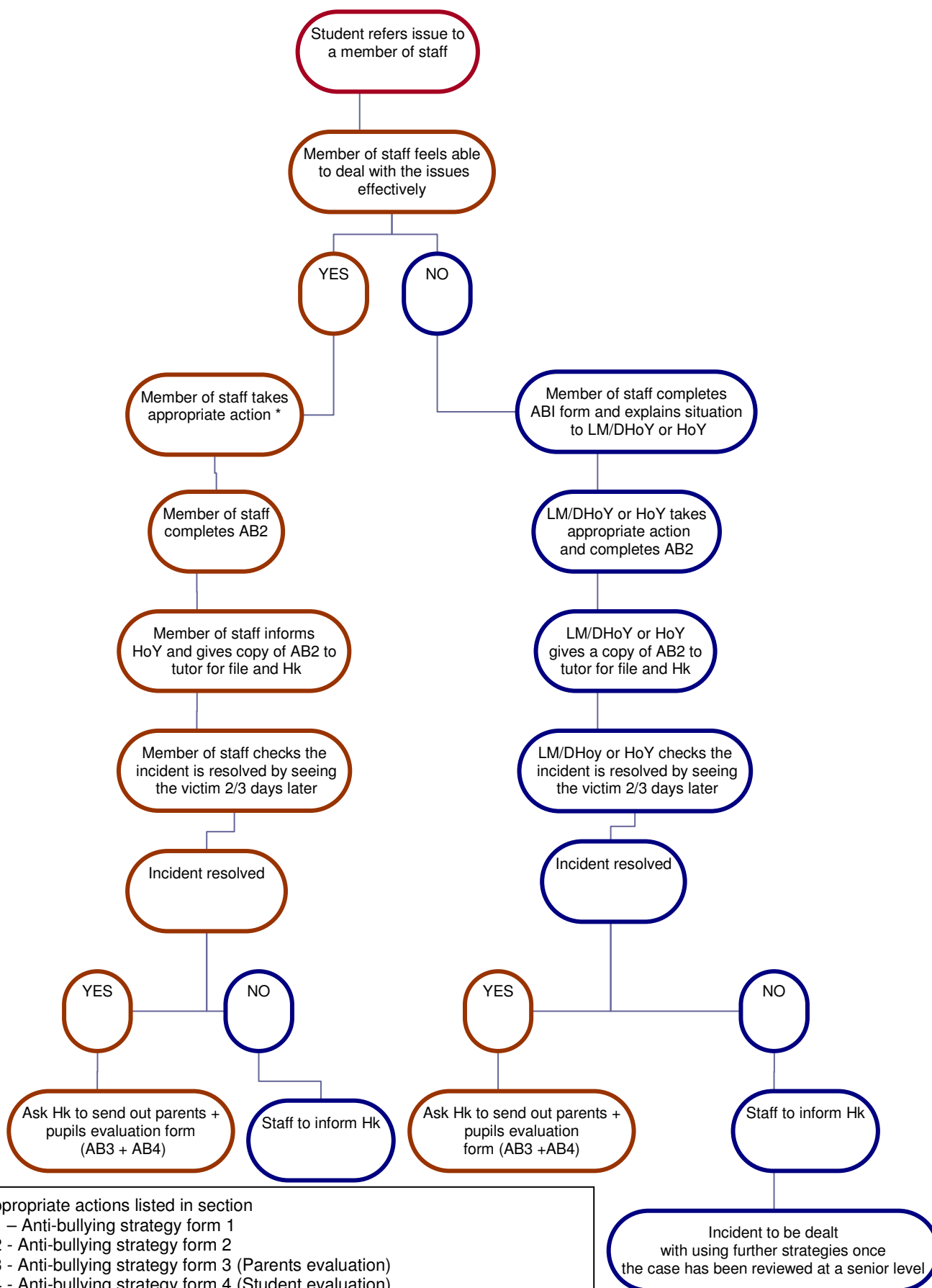
The Anti-bullying focus groups terms of reference are:

- To review the School Policy on bullying, conflict and harassment annually.
- To review termly all cases of bullying, conflict and harassment to check all have been dealt with sensitively and with a positive resolution for all parties.
- To be a contact group for parents or members of the school community to report any incidents to or seek advice.
- To offer advice or advocacy for students or members of the school community.
- To be open minded about new ideas of combating bullying, conflict and harassment at Beaufort Community School.

5. The Anti-Bullying focus group consists of:

Clare Hankey	Assistant Headteacher - Care, Guidance and Support
Catherine Turl	Governor + Parent
Lauriann Oelmann	Governor + Parent
Karen Greening	Head of Inclusion Centre + Member of teaching staff
Julie Jones	Teaching Assistant in Support Centre + Parent
Susan Crisp	Learning Mentor + Parent
Charlie Lockyer	Educational Welfare Officer
Emma Christopher	Community Family Worker for Podsmead Cluster
Scott English	Connexions PA for Beaufort
Kelly Dixon	Student
Cheyenne Callard	Student

6. Procedure for dealing with issues of bullying, conflict and harassment at Beaufort Community School



* Appropriate actions listed in section
 AB1 – Anti-bullying strategy form 1
 AB2 - Anti-bullying strategy form 2
 AB3 - Anti-bullying strategy form 3 (Parents evaluation)
 AB4 - Anti-bullying strategy form 4 (Student evaluation)
 LM – Learning Mentor
 DHoY – Deputy Head of Year
 HoY – Head of Year
 Hk – Clare Hankey – Assistant Headteacher responsible for Anti-bullying work

AB2

Beaufort Community School

Anti-Bullying Strategy (AB2)

Name/s of victim/s: _____
(Please add Tutor Groups)

Name/s of Perpetrator(s): _____
(Please add Tutor Groups):

Name of member of staff first reported to: _____

Date reported: _____

Details of the incident / on going incidents

Please include dates / times / places / specific details e.g. punches / taunts, names called **not** student x is bullying student y.

Action taken towards the victim:

Action taken towards the perpetrator:

Further action required and who will do this?

Checklist:

Parents of victim/s contacted?

- Yes
- No, if no why not? _____

Parents of perpetrator/s contacted?

- Yes
- No, if no why not? _____

Do you need to follow up with the victim?

- Yes, when will this happen? _____
- No

Copy passed to Hk

HoY aware

Date: _____

Signed: _____

Beaufort Community School
Anti-Bullying Strategy (AB3)
Parents' Evaluation Form

Dear _____

As you are aware your son/daughter _____ suffered an incident of *bullying / conflict / harassment at Beaufort Community School.

We hope with the help of _____ we have solved the issue, but would be grateful if you could complete the questions below and return to school in the pre-paid envelope at your earliest convenience.

1) Were you happy with the way this incident was dealt with?

Yes

No, if no what could we have done to improve the way it was dealt with?

2) Do you feel you were kept informed throughout the incident?

Yes

No

3) Do you have any suggestions on how we may further improve our Anti-bullying work:

Thank you for your time.

Clare Hankey
Assistant Headteacher (Care, Guidance and Support)

* delete as appropriate

Beaufort Community School
Anti-Bullying Strategy (AB4)
Students' Evaluation Form

Name of victim: _____

Do you feel the incident of *bullying / conflict / harassment was dealt with effectively?

- Yes
- No, if no, how could we improve the way it was dealt with?

Has the *bullying / conflict / harassment stopped?

- Yes
- No

What else could we or you do to ensure this kind of incident does not happen again?

Any other comments?

Thank you for your time in completing this evaluation form.

Mrs C Hankey
Assistant Headteacher (Care, Guidance and Support)
* delete as appropriate

7. Dealing effectively with bullying / conflict / harassment.

All cases of bullying, conflict and harassment are slightly different and therefore the way in which they are dealt with may vary depending on:

- The severity of the incident(s)
- Whether the student has bullied, been involved in conflict previously
- The wishes of the victim(s) involved
- The wishes of the parent(s) involved.

However, in cases of physical bullying or conflict this will always result in the use of The Behaviour Policy, which could mean a day in isolation or exclusion from school (2 – 5 days at The Behaviour Improvement Base) or being educated at the Pupil Referral Service for up to 45 days.

For severe incidents of violent behaviour the student is liable to be permanently excluded.

8. Dealing appropriately with bullying, conflict and harassment.

- Talking to the victim individually
- Talking to the perpetrator individually
- Allowing the victim and perpetrator to talk through the issue (considering whether consent is needed from both sets of parents)
- The use of restorative justice
- The use of a contract where both parties agree to stay away from each other
- The use of C4 / C5 / isolation / exclusion
- Involvement of all parents
- Referral to Year 12 or Year 13 peer supporter
- Circle of friends for students who are socially excluded
- Use of The Support Centre to support victim
- Use of The Inclusion Centre to support victim and perpetrator
- Referral to The School Counsellor
- Teaching of social skills for the perpetrator
- SEAL strategy

9. What can parents do about Cyberbullying?

1. Make sure that you know which websites and chat rooms your child is using. The most commonly used by secondary school aged children are MSN (instant messaging), Bebo, My Space and Facebook.
2. Check in on your child when they are using any of these sites or services to ensure that they are not the perpetrator or victim of cyberbullying. Parents can set up their own Bebo site or MSN address to help them access and monitor content.
3. If your child reports to you that they are experiencing cyberbullying, ask them to save and print off evidence of unpleasant messages or remarks from websites or, in the case of MSN, record the conversation as it unfolds.
4. Contact the service provider. MSN abuse can be reported at www.msn.com. Abuse of Bebo, My Space or Facebook pages can be dealt with via the site, usually in a section entitled "report abuse".
5. You are entitled to take issues of cyberbullying to the police who, under the Harassment Act (1997), will take action accordingly. The most common way for the police to deal with cyberbullying is through the issue of a Harassment Order which is a contract signed by the perpetrator promising to stop. Should the perpetrator persist, further action, including arrest, can follow.
6. Remember that the Internet and therefore, cyberbullying are relatively recent developments in our society and that the government and law enforcement agencies are developing and improving procedures to deal with cyberbullying all the time.

10. Safe Use of the Internet

Using the internet has become part of everyday life for most people in the 21st century and, for young people, it has quickly become part of their culture. Many young people use the internet safely every day to find out information, get in touch with their friends, play online games and shop.

However, there are risks in allowing young people to use the internet unsupervised. One of the main causes of concern for parents and schools as well as young people is the rise of cyberbullying (information and advice on which is offered below).

However, there are other risks such as:

1. People misrepresenting themselves

Because you cannot see people you contact or chat to online unless they use a webcam, there is a risk that paedophiles and sex offenders may use chat rooms and internet forums to strike up friendships with young people and even to groom them. Young people should **NEVER** give out personal information such as addresses, phone numbers or personal e-mails to anyone they do not know personally. Posting photos online is also dangerous as it can encourage inappropriate attention. Young people should also be warned **NEVER** to meet up with anyone they meet online. Supervised or moderated chat rooms are much safer than those which are unregulated.

2. Access to inappropriate internet content

The vast majority of information on the internet is legal, decent and honest, but it is easy to find or even accidentally stumble across information or images that are unsuitable for young people including pornography or material that is violent, racist, inaccurate or harmful in some way. The best thing to do is to have a “nanny” service built into your home access which monitors the content of websites and will block unsuitable material. Ask your internet provider about this. You must also be aware that some apparently “innocent” sites can also contain unsuitable material – this is where close monitoring is vital.

www.pin.org.uk/filtering offers valuable advice on filtering unsuitable material.

3. Viruses and Hackers

A virus transmitted via a website or e-mail or a hacker gaining access to your personal details online can cause serious damage. To help prevent these situations, it is vital to have good anti-virus software and a good firewall installed on your computer. www.getnetwise.org offers a comprehensive list of protection software available.

Where Can I Find Out More?

There is an excellent website for parents, teachers and students on staying safe on the internet at www.thinkyouknow.co.uk

The Department of Education and Skills also has an online guide for parents at www.parentsonline.gov.uk/safety

TOP TIPS

It would be a good idea to have a conversation with your child about the points raised here. Use the following “top tips” to reinforce key ideas:

- Remember that everyone you meet online is a stranger even though they might seem like a friend
- Always use a nickname when you log on and never give out any personal information which would allow someone online to meet or contact you
- Never arrange to meet up alone with anyone you make friends with online. If you are going to, take an adult you trust with you and meet in a public place
- Try to have your online conversations in public; people are less likely to hassle you if other people can see them doing it
- Accepting e-mails or opening files from people you don't know can get you into trouble – they may contain viruses, nasty messages or annoying links to things you don't want to see
- Talk to an adult you know well ask to for help if you are worried or upset about anything you have seen or been sent online.

11. Peer Support at Beaufort Community School

A group of Year 12 students are trained to listen to / advise and offer advocacy to students who are being bullied or are at risk of being bullied.

Year 12 students will be selected in June of each academic year and trained ready to begin their role in September; the start of the academic year.

Students are trained in:

- Understanding why students bully
- Understanding the difference between bullying, conflict and harassment
- Listening skills
- Using solutions focused approaches
- Using restorative justice.

All referrals to Year 12 will be completed by Clare Hankey and evaluated after 4 weeks.

Peer Support Referral Form

Name of student needing support: _____

Tutor Group: _____

Outline of bullying incident: _____

Date referred: _____

Referred by: _____

Name of Peer Supporter allocated: _____

Date: _____

Evaluation due: _____

12. Supporting vulnerable groups of learners at risk of Bullying

Some groups of learners may be more at risk of bullying, conflict or harassment.

These groups* are supported within specialist departments.

*Groups

SEN	-	Special Educational Needs	-	Emma Price (SENCO)
CHI	-	Centre for Hearing Impaired	-	Margie Davies (Head of CHI Unit)
LAC	-	Looked after Children	-	Designated teacher for LAC (Clare Hankey)

Other vulnerable pupils (with CAFs, on child protection register, attached to Social Services) - Designated teacher (Clare Hankey)

Additional actions available:

- Issues may be brought up at the SEN review
- Issues may be brought up at the LAC review
- Additional specialist staff may be asked to help deal with incidents
- Mrs Hankey may refer a student to the Community Family Worker

13. Help for Parents

What to do if you think your child is being bullied?

1. Ask them directly what is happening and then listen carefully to what they say
2. Reassure them you are taking it seriously and that you will help
3. Try to keep calm and not lose perspective
4. Let them show their feelings
5. Wherever the bullying is happening talk to the people in charge: Beaufort School 01452 301381 and ask for their Tutor or Head of Year or Clare Hankey, the named teacher in charge of the Anti-bullying strategy
6. Help them to find ways of coping
7. Ask them how they think it may be resolved and work together to support this
8. Keep a record of events
9. Refer to countywide guidance www.Gloucestershire.gov.uk/healthyschools
10. If necessary seek further advice/support from school governors, the local authority or helplines and websites overleaf.

14. Help for Students

Beaufort Community School is a 'telling school'. Bullying cannot be resolved if it is not reported.

In the first instance talk to someone you trust and get on well with, this could be your tutor or one of your teachers.

They will take your concerns seriously and explain the School Anti-bullying Policy to you before trying to work with you to resolve the situation.

You may also be allocated a Peer Supporter, this is an older student (Year 13) who has been trained to listen to you and help you find some strategies and solutions to overcome the difficulties you are facing.

All incidents of bullying and conflict are passed to Mrs Hankey (Assistant Headteacher) where they are kept on record. If a student repeatedly bullies another student they may be excluded from school for a period of time.