



Anti–Bullying Policy

Devised JUNE 2013

To be reviewed NOVEMBER 2013

Good Apple will not tolerate bullying. Every member of our unit has the right to learn here without fear of being threatened, intimidated, mocked or abused. We all have a responsibility to make sure that bullying is not part of life at Good Apple. It can make people feel miserable and insecure. In its worst form it can ruin people's lives. If you see someone being bullied or know that someone is being bullied you must inform a member of staff. Not telling means that the student being bullied may continue to suffer and the aggressor may carry on, probably with other students too. People who bully need help. Good Apple is committed to addressing this problem also. This policy gives a clear methodology for staff to follow and the range of actions available when dealing with issues of bullying.

“The only thing necessary for triumph of evil is that good men do nothing”

Edmund Burke (1729-1797)

This policy lays out the procedures that we will adopt to achieve aims. The approach confronting bullying and managing related incidents involving bullying at Good Apple stems from our aims and ethos.

School aims:

All staff at Good Apple, working in partnership with students and parents/ carers as co-educators , will aim:

- To enable all young people to achieve their full potential, academically, emotionally, physically and spiritually.
- To foster the development of personal moral values.
- To develop a sense of self-esteem and the habits of self-discipline.
- To promote creative and aesthetic awareness and enjoyment.
- To develop a wide range of skills in communication and ICT.
- To encourage active citizenship, participation in decision-making and the democratic process.
- To educate young people to respect and value other cultures and to be aware of issues relating to the wider world.

- To foster positive links with the local community.
- To educate for and practise equality of opportunity.
- To prepare young people effectively for the demands of a rapidly changing high technology society.
- To develop respect for other people and the environment and an awareness of rights and responsibilities.
- To promote a healthy lifestyle.
- To encourage independent, lifelong learning.

These aims are reviewed annually by the directors of Good Apple so that they continue to be appropriate for all young people during their time at Good Apple.

All members of the unit community are expected to uphold this policy by establishing and maintaining an atmosphere conducive to learning in a secure and orderly environment. Courtesy and mutual respect is expected from all.

Good Apple students will:

- Be engaged with learning and the life of the school.
- Take responsibility for his or her own behaviour and learning.
- Show independence in and develop control over their own behaviour and learning.
- Enjoy confidence in oneself as a learner.
- Display maturity in all relationships, marked by mutual respect.
- Act as an active partner in design, implementation and evaluation of their education.

This policy has been constructed mindful of the rationale offered in the Every Child Matters (2003) agenda.

Due consideration has also been given to the Equality act (sexual orientation) Regulations (2007)

“Schools will need to make sure that gay or lesbian students, or children of a gay or lesbian parents/carers, are not singled out for different and less favourable treatment from that given to other students. They should check that there are no practices which could result in unfair, less favourable treatment of such students. They will need to ensure that homophobic bullying is taken as seriously and dealt with as firmly as bullying on any other ground”

Rationale:

Bullying is a form of anti-social behaviour that has no place in this unit. Bullying is defined as deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the main types of bullying are:

- Physical – hitting, kicking
- Taking or damaging belongings
- Verbal – name calling, insulting, making offensive comments and remarks
- Misuse of technologies – sending texts on mobile phones, sending hurtful messages over email, posting or using face book or other internet communities to bully
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Bullying can make the victim feel distressed, nervous, hurt or worried. The bully's actions may or may not be on purpose and may involve encouraging others to cause upset.

This type of behaviour involves one person or group having all the power and someone else having none, leaving someone feeling helpless to prevent it or put a stop to it.

When incidences of bullying are analysed across the UK the following themes are often found to be used as a basis of bullying or aggression:#

- Racism
- Colour
- Sexism
- Homophobia
- Ability
- Disability
- Family
- Success
- Failure
- Religion
- Culture
- Appearance – size, height, weight, dress, personal features
- Language/ speech
- Social Class

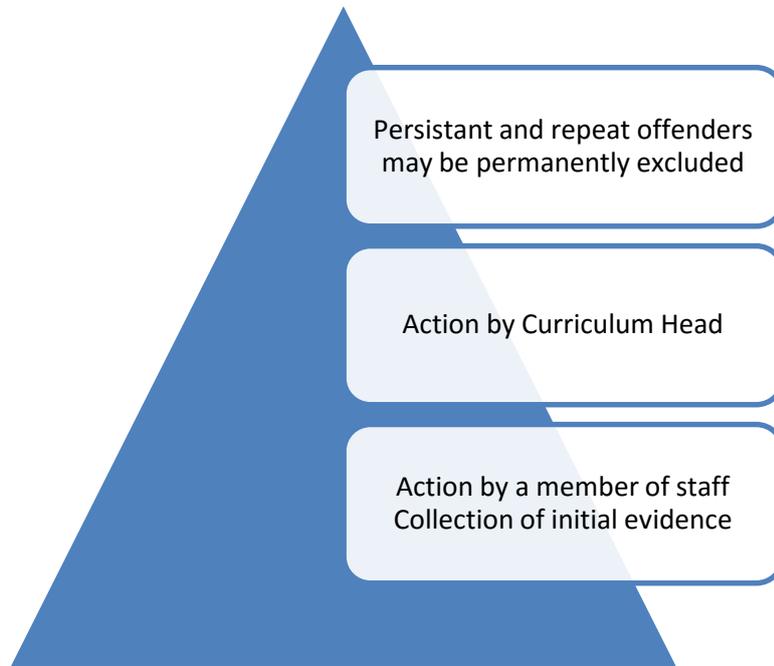
How does Good Apple deal with bullying issues?

Bullying behaviour is unacceptable by any member of the unit community as no person has the right to make another feel uncomfortable or unhappy. We will raise the issue of bullying on a regular proportionate basis throughout the year in variety of contexts and groups. WE will deal with incidents of bullying swiftly, proportionately, discreetly and work to change poor attitudes where they exist and monitor our effectiveness.

Good Apple sees the issue of bullying as a very serious matter.

The unit operates a continuous 'anti bullying' campaign through tutors, mentors, LIFE ISSUE lessons, information in sessions and group assemblies. All students are thus clearly aware

that such Anti-social behaviour must not be instigated or tolerated. If incidents do occur they must be reported; they will be dealt with immediately following the guidelines on bullying for staff and students which follow. A hierarchy of sanctions will be applied by the following members of staff:



How do we educate our students on this matter?

From their arrival at Good Apple all students are given a very clear message that any form of bullying or unpleasant behaviour is neither welcome nor tolerated. This is reiterated in group assemblies, mentoring sessions and through the curriculum particularly in subjects such as R.E, LIFE ISSUES, ENGLISH and LIFE SKILLS.

Guidelines for students

You have a right to feel comfortable and safe within the unit, as well as your journey to and from the school. If you are being bullied **YOU MUST TELL.**

Who should you tell?

Your mentor, subject tutor, Curriculum head, or any other member of staff you feel comfortable with.

What should you do if you are frightened to tell a teacher?

Tell a friend; your parents. They can tell a member of staff for you. Or you could write an email.

What should you do if the bully or bullies threaten they will hurt you more if you tell?

Still tell – **AND** tell s tutor about these threats.

If you don't tell, the bullying will go on. You must tell **EVERY TIME**.

THE BULLY IS WRONG, NOT YOU

YOU WILL WIN – AS LONG AS YOU TELL EVERY TIME.

Advice if you are a bully;

- Are you being unkind or cruel to someone you know?
- Do you know how it makes them feel?
- Do you know that calling someone a name is just as bad as hitting them?
- Do you have to be a bully because it makes you feel big?
- Don't you know any other ways to be strong?
- Do you know that your friends are probably only your friends because they're afraid of you?

Stop bullying

The next time you are tempted to react in your usual bullying way, stop for a moment and think. If someone treated you like this just think about how you would feel if they behaved differently and smiled or chatted to you instead? So why don't you smile instead? Try to understand the other person's point of view.

Different isn't worse – it's just different.

People who are different in some way to you are just the same inside. Take a look around. Everyone is different – so what? You are no better than anyone else. We all have feelings – we are all human.

What do you get from bullying others?

You might think you're winning lots of friends. Maybe you think that everyone looks up to you because you are strong? But you're wrong. Behind your back people despise you and think you're a coward because you attack others. They may act in a friendly way, but inside they are probably afraid of you. Is that the kind of friendships you want?

How to change?

Why are you a bully? Is something about your own life bothering you? Are you unhappy for some reason, perhaps there is a problem at home? Then that's what you need to focus on. Get help for whatever is making you the kind of person who torments others. Remember if you respect others, they will really like and respect you.

Guidelines for staff should a student complain about being bullied

The term staff includes all tutors and voluntary support members of the staffing group. We all have a duty to implement the units policy on bullying.

Every complaint of bullying must be taken seriously. The member of staff receiving such a complaint must respond initially and where necessary pass the matter on to the tutor or mentor or the curriculum head who will undertake to see the matter through to completion. If the incident warrants the member of staff who has received the complaint should take statements and help collect evidence before passing the matter to the curriculum head.

In this case the curriculum head will take charge of the issue and work in conjunction with the mentors and tutors of the aggressor and the victim to ensure that the following steps are carried out. Please use the 'Process for bullying incident forms' and pass to student support when resolved.

Schools have a legal duty

To ensure homophobic bullying is dealt with in schools. Under the EDUCATION AND INSPECTIONS ACT 2006, Staff must identify and implement measures to promote good behaviour, respect for others and self- discipline amongst students and to prevent all forms of bullying. This includes the prevention of homophobic bullying. Homophobic language will always be challenged and, where necessary, punished by staff. When such language occurs staff will remind students that;

- Homophobic language is offensive and will not be tolerated.
- If a student makes homophobic remarks direct at a student then the member of staff should refer the matter to the curriculum head where the student in question will receive a fixed term exclusion.
- Racist language or behaviour will immediately be met with a fixed term exclusion. The incident will immediately be reported to the local authority and the incident logged on the students file. Racist bullies will be invited to take part in activities to help them change their attitudes and to examine their behaviour.
- Persistent racist or homophobic attitudes will lead to a student being permanently excluded.

Process for bullies:

- Formal letter to parent / carers for the first offence.
- The tutors and staff will be informed so they can be aware and monitor the situation within sessions.
- Counselling will be offered to the bully to help them adjust their behaviour.

If bullying continues:

- Conference with parents/ carers
- Isolation
- Fixed term exclusion
- Another conference with parents/ carers with the aggressor present.

If the bullying persists then a permanent exclusion may follow at the discretion of curriculum head and directors of Good Apple.

Process for victims:

- Talk to a friend or a tutor, or get a friend to talk to a tutor for you.
- Consider what you have been taught about how to try and stop the bullying e.g. walk away/confront the bully/you must tell.
- Phone call/ letter home to parents to let them know what is happening with identification of the bully not given – no ‘naming and shaming’.
- Offer a peer mentor.
- When action has been taken by the curriculum head they will inform the students mentor of what is happening to tackle the problem.
- Where appropriate contact parents/ carers of the victim to explain the action taken.
- Two and four week follow up checks must be diarised and carried out by the students mentor.

Staff investigating should consider the following:

- Listen to and don't judge the victim or bully until you have heard both sides of the story and feel educated enough to make an informed decision.
- Talk to the bully
- Tell the victim what you are doing to make sure they feel comfortable with every step taken.
- Talk to parents of victims and bully.
- Be there for the victim OR bully to talk to if they feel it necessary.
- Be aware of the possibility of a long and complex history behind the story.
- Be ready for the possibility of the bullied becoming a bully.

Some further thoughts for tutors and students:

- The aggressor (s) may be unaware of the unhappiness they are causing. Be constructive. It might be desirable to involve the whole group and or tutors or mentors in planning an activity for a small group that could support the bully or victim to focus on positive relationships.
- Keep an ‘eye’ on the victim. Check formally whether bullying is continuing or has ceased. Be aware that victims are sometimes reluctant to admit that bullying is continuing because they feel that ‘telling’ has not worked and has made it worse.

- Advise the 'victim' his or her comportment and behaviour if necessary but do not blame the complainant whose self-esteem may already be low as a result of the bullying.

<p>Good Apple Response to CYBER / ELECTRONIC and TELEPHONE BULLYING</p>

The use of the internet (cyber bullying) and mobile telephones to bully is a very serious matter and can constitute a criminal offence. In the United Kingdom there are criminal laws in place that can apply in terms of harassment or threatening and menacing communications which would apply to students within secondary school age. Students involved in electronic bullying (where a student records a bullying incident on a mobile telephone or other device) will receive a fixed term exclusion as follows:

1. A fixed term exclusion for the student (s) carrying out the bullying
2. A fixed term exclusion for the students recording the activity
3. A fixed term exclusion for any student found to have viewed or passed on any recording and who does not immediately report this to the unit.

At Good Apple we will deal with reported cases in the following way:

Supporting the student being bullied

- Give reassurances that the student has done the right thing by telling someone.
- The member of staff referring should work closely with the curriculum head and the curriculum head shall take charge of the incident and inform parents/ carers of the victim to reassure them that the matter has been reported and will be dealt with.
- Make sure the student reporting the issue knows not to retaliate or return messages and will ask the victim to think about what information might be available on the internet.
- Help the student to keep relevant evidence for any investigation (e.g. by not deleting messages/files they've received and by taking screen capture shots and noting web addresses of online cyber bullying instances). Please ask for advice if you require help with technical aspects.
- Check the student understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chat room. Please ask for advice if you require help with technical aspects.

Take action to contain the incident when content has been circulated:

- If you know who the student responsible is, ask them to remove the content after you have had the opportunity to capture screen shots where possible;

- **Contact the host** (e.g social networking site) to make a report to get the content taken down.
- The curriculum head to use disciplinary powers to confiscate phones that are being used to cyber bully. Also ask the student to tell you who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

Investigating incidents

All bullying incidents at Good Apple should be recorded and submitted on a serious misconduct form and in line with the guidance issued in this document. These incidents are recorded on the students file and held electronically.

Students and staff involved in the incident should try and keep a record of the bullying as evidence. It can be useful to show parents/carers, tutors and police, if necessary, what has happened.

Take steps to identify the bully and interviewing possible witnesses. Contact the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

Working with the bully and sanctions

Once the aggressor is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required.

Police are available to perform 'restorative justice' activities between the students concerned. Parent/ carers permission does not need to be sought for this though it would be expected by the school in most circumstances.

Factors to consider when determining the appropriate sanctions:

- Our policy should be followed consistently but we must consider the special educational needs of all parties involved.
- The impact on the victim; was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
- The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?
- Technology-specific sanctions for students engaged in cyber bullying behaviour could include limiting internet access for a period of time or the their telephone (if seen) during school hours with parental permission.

Good Apple parents and carers are exceptionally supportive and working closely with them will usually provide the most effective way of punishing a child found to have engaged in

cyber bullying activity. The ultimate outcome is to reform the views of the student engaging in the bullying activities and for the student bullied to feel reassured and clear that justice has been done.



CYBER BULLYING ADVICE FOR

STUDENTS

- Always respect others – be careful what you say online and what images you send to others and publish on websites.
- Think before you send or publish – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Block the bully – learn how to block or report someone who is behaving badly.
- Don't retaliate or reply!!
- Save evidence – learn how to keep records of offending messages, pictures, video/films or online conversations.
- **Make sure you tell** an adult you trust, or call a helpline like **Childline** on 0800 1111 in confidence. You could also speak to the provider of the service to see where to report incident.
- At your unit – speak to a member of staff, your mentor will usually be the best person to start with.
- Finally, don't just stand there – if you see cyber bullying going on support the victim by reporting the bullying. How would you feel if no one stood up for you?

This advice is based on information from the Government's department of Education.



CYBER BULLYING ADVICE FOR PARENTS AND CARERS

- Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- Monitor internet use closely – your child may be suffering in silence.
- Talk with your children and understand the ways in which they are using the internet and their mobile phone.
- Use tools available on your computer. Find out how to turn on in-built internet safety features.
- Remind your child not to retaliate to messages.
- Keep the evidence of offending emails, text messages, files/videos or online conversations.
- Be aware, your child could be a cyber-bully as well as be a target of cyber bullying.

Report cyber bullying:

- **Contact the curriculum head at Good Apple** if you think either your child or another child is a victim of cyber bullying.
- **Contact the service provider**, facebook, bebo,MSN, myspace, Twitter.

- If cyber bullying is serious and a potential criminal offence has been committed you should consider contacting the police. The unit will support parents/carers in this.

This advice is based on information from the Government's department of Education.

