

**Extra Mile School
Ober Funkia
Goderich
Freetown
Sierra Leone**

Anti-bullying Policy

Date Adopted	<i>August 2018</i>
Date ratified by Trustees	<i>July 7th 2018</i>
Date of review	<i>August 2019</i>
Chair of Trustees	Mike Fielding

Extra Mile School Anti-bullying Policy

1. The Extra Mile School aims to achieve the following:

- 1.1 To prevent bullying in school.
- 1.2 To support staff in promoting positive relationships and to identify and tackle bullying appropriately.
- 1.3 To deal with students' concerns sensitively and effectively and in a timely manner
- 1.4 To work with parents and carers

2. Purpose and Objective

- 3. The aim of this anti-bullying protocol is to ensure that all students learn in a supportive, safe and caring environment without fear of being bullied. Bullying is anti-social behaviour and it affects everyone; it is unacceptable and will not be tolerated at the Extra Mile School. Young people do however fall out, friendship groups change and the school cannot be held responsible for this. Neither can it be held responsible for families that might well come into conflict with each other. The school is an educational provider and cannot be used as a tool against another party, by claiming bullying.

4. Definition

- 4.1 Bullying means different things to different people. However, a broad definition, as recorded by Suffolk County Council is, "anything a person does deliberately, to cause someone else pain and/or unhappiness". (Suffolk's Anti-bullying Policy for Children who are Looked After) This can be done by one person or a group of individuals. It is behaviour that is usually repeated over time.

5. How does it differ from banter?

- 5.1 Incidents of bullying must include all three of these characteristics:
 - 5.1.1 Intentional Aggression: The aggressive behaviour is a deliberate attempt to hurt or control another person or individuals by targeting them.
 - 5.1.2 Imbalance of Power: The aggressor targets someone who has (or perceives the target to have) less power than they do and uses it to achieve their goal of hurting or controlling that person. Imbalance of power can include differences in such things as: physical strength or body types, access to embarrassing information, popularity, and social status related to

wealth and/or talents. Power imbalances can change over time and in different situations, even if they involve the same people.

5.1.3 Repetition: (or has the potential to be repeated) over time for the sole purpose of harming or controlling the targeted person or persons.

5.1.4 ***BULLYING CAN CAUSE PSYCHOLOGICAL DAMAGE***

6. **What are the different forms of bullying which might be identified in school?**

6.1 Physical - for example hitting, kicking, theft

6.2 Verbal/ Written - name calling, racist or sexist remarks, homophobic comments.

6.3 Indirect - rumours, excluding someone from conversation.

6.4 Cyber bullying - sending inappropriate or hurtful text messages, posting malicious material on - line, sending offensive or degrading images.

7. **Cyber-bullying**

8. This can be different to other forms of bullying in that:

8.1.1 It can be 24/7 and invade home/personal space.

8.1.2 The audience can be very large and can be reached rapidly.

8.1.3 The cyber bully can attempt to remain anonymous.

8.1.4 The offensive message can be repeatedly accessed by the victim.

8.2 Cyber bullying can occur via mobile phones and the internet, using images and videos as well as texts. Retaliation can also be classified as cyber-bullying. Cyber bullying can occur on equipment other than that provided by the school.

8.3 Although it is accepted that there is no single solution to cyber bullying, the school will seek to:

8.3.1 Raise the issue of cyber bullying through whole school assemblies as appropriate. The focus of these will be to make students aware of the impact of cyber bullying and the ways it differs from other forms of bullying.

8.3.2 Promote the positive use of technology by engaging positive, effective and personalised learning by making it more flexible, creative and accessible.

8.3.3 Give students advice about using technology safely.

8.3.4 Update protocol and practice and share this with staff, parents and learners.

8.3.5 Render the reporting of bullying easier through use of a common form.

8.3.6 Evaluate the impact of prevention through surveys of the students.

9. Racist and religious bullying

9.1 Nobody within the school community (student or adult) should be made to feel inferior because of their background, culture or religion. The school seeks to tackle racial or religious bullying as part of its commitment to harmonious relationships. All bullying of this kind is recorded and monitored. The school also seeks to raise the consequences of bullying through its PHSE programme.

10. Homophobic Bullying

10.1 Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation). This can be difficult for a young person to report and is directed at a very sensitive part of their lives and can have a very damaging impact.

11. Sexual Bullying

11.1 Nobody within the school community (student or adult) should be made to feel inferior or feel harassed because of their gender. The school seeks to tackle any bullying or harassment by gender as part of its commitment to equality. All bullying of this kind is recorded and monitored. The school also seeks to raise the consequences of such bullying through its PHSE programme.

12. Bullying on Grounds of Special Educational Needs or Disability

12.1 This can be identified by the pre-mentioned signs but can also include:

12.1.1 Manipulative bullying - where the perpetrator gets the victim to behave in a certain way.

12.2 Bullying that exploits a certain condition.

12.3 Conditional friendship - where the victim is allowed to be in certain friendships, only under certain conditions.

12.4 Low level bullying but remains persistent until the victim snaps.

13. Section 1: For School Staff

13.1 Effective Action to support the Victim

13.1.1 The following action is recommended when dealing with a victim of bullying:

13.1.1.1 Speak separately to the victim.

13.1.1.2 Support, reassure and reduce the fear of the victim.

13.1.1.3 Offer the victim the opportunity to talk about the incident.

13.1.1.4 Recognise that the student may be reluctant to talk about the incident at the time but may be willing to do so at a later stage.

13.1.1.5 Explain what action the school will take or will be taking to deal with the perpetrator(s).

13.1.1.6 Record the incident on the school record system.

13.1.1.7 Check records to see if the student has been a victim on previous occasions.

13.1.1.8 Class teacher to inform the parents or carers of the incident, explaining what has happened and what action the school is planning to take.

13.2 Whole school approach to tackling the perpetrators of bullying

13.2.1 Consider the actions of the perpetrator to see if there were any underlying causes which may have prompted this behaviour.

13.2.2 Check the records to see if the perpetrator has been involved in previous incidents.

13.2.3 Invite parents of perpetrators into school to discuss the issues involved.

13.2.4 Apply appropriate school sanctions.

13.2.5 Ask all members of staff to keep a watchful eye on known perpetrators of bullying.

13.3 Steps to take to stop and prevent bullying

13.3.1 Pay attention.

- There are many warning signs that may point to a bullying problem, such as unexplained injuries, lost or destroyed personal items, changes in eating habits, and avoidance of school or other social situations. However, every student may not exhibit warning signs, or may go to great lengths to hide it. This is where paying

attention is most valuable. Engage students on a daily basis and ask open-ended questions that encourage conversation.

13.3.2 Don't ignore it.

- Never assume that a situation is harmless teasing. Different students have different levels of coping; what may be considered teasing to one may be humiliating and devastating to another. Whenever a student feels threatened in any way, take it seriously, and assure the individual that you are there for them and will help.

13.3.3 When you see something - do something.

- Intervene as soon as you even think there may be a problem between students. Don't brush it off as "kids are just being kids. They'll get over it." Some never do, and it affects them for a lifetime. All questionable behaviour should be addressed immediately to keep a situation from escalating. Summon other adults if you deem the situation may get out of hand. Be sure to always refer to the school's anti-bullying policy.

13.3.4 Remain calm.

- When you intervene, refuse to argue with either student. Model the respectful behaviour you expect from the students. First make sure everyone is safe and that no one needs immediate medical attention. Reassure the students involved, as well as any bystanders. Explain to them what needs to happen next - bystanders go on to their expected destination while the students involved should be taken separately to a safe place.

13.3.5 Deal with students individually.

- Don't attempt to sort out the facts while everyone is present, don't allow the students involved to talk with one another, and don't ask bystanders to tell what they saw in front of others. Instead, talk with the individuals involved - including bystanders - on a one-on-one basis. This way, everyone will be able to tell their side of the story without worrying about what others may think or say.

13.3.6 Don't make the students involved apologise and/or shake hands on the spot.

- Label the behaviour as bullying. Explain that you take this type of behaviour very seriously and that you plan to get to the bottom of it before you determine what should be done next and any resulting consequences based on the school's anti-bullying policy. This empowers the bullied student - and the bystanders - to feel that someone will listen to their concerns and be fair about outcomes.

13.3.7 Hold bystanders accountable.

- Bystanders provide bullies with an audience, and often actually encourage bullying. Explain that this type of behaviour is wrong, will not be tolerated, and that they also

have a right and a responsibility to stop bullying. Identify yourself as a caring adult that they can always approach if they are being bullied and/or see or suspect bullying.

13.3.8 Listen and don't pre-judge.

- It is very possible that the person you suspect to be the bully may actually be a bullied student retaliating or a "bully's" cry for help. It may also be the result of an undiagnosed medical, emotional or psychological issue. Rather than make any assumptions, listen to each child with an open mind.

13.3.9 Get appropriate professional help.

- Be careful not to give any advice beyond your level of expertise. Rather than make any assumptions, if you deem there are any underlying and/or unsolved issues, refer the individual to a nurse, counsellor, school psychologist, social worker, or other appropriate professional where the school has access to such individuals

13.3.10 Become trained to handle bullying situations.

- If you work with students in any capacity, it is important that you learn the proper ways to address bullying and implement agreed school procedures.

13.4 Strategies to avoid bullying

13.4.1 Establish a safe class/school climate.

13.4.2 Be a good example.

13.4.3 Make students aware of the School Rules.

13.4.4 Talk regularly with students about bullying as part of PHSEs.

13.4.5 Respond when bullying happens.

13.4.6 Conduct bullying prevention activities such as:

13.4.6.1 Read books about bullying and the effects of it.

13.4.6.2 Use role play.

13.4.6.3 Class talks (eg - historical event discussions, current affairs etc...)

13.4.6.4 Whole school assemblies

13.5 Staff should be aware of areas around the school where the potential for bullying may take place and ensure due vigilance at all times.

14. Section 2: For Parents and Carers

14.1 How might you recognize that your child is being bullied?

- 14.1.1 A change in usual patterns of behaviour and attitude.
- 14.1.2 Becoming withdrawn.
- 14.1.3 Becoming distressed and crying.
- 14.1.4 A change in eating patterns.
- 14.1.5 Self-harm.
- 14.1.6 A change in sleeping patterns or nightmares.
- 14.1.7 Unexplained bruises.
- 14.1.8 Asking for money
- 14.1.9 They refuse to say what is wrong.
- 14.1.10 You hear from others that your child is being bullied.
- 14.1.11 What action might the school take if it is discovered that your child is being bullied?

14.2 The school will seek to work with the parent and carers and the child to:

- 14.2.1 Identify who the bullies and accomplices might be.
- 14.2.2 How the bullying is taking place.
- 14.2.3 When the bullying is taking place. Once this is identified, all bullying incidents will be recorded centrally within school.

14.3 The following sanctions may be imposed:

- 14.3.1 Official warnings to cease offending.
- 14.3.2 Detentions.
- 14.3.3 Internal Exclusion.
- 14.3.4 Fixed term exclusions.
- 14.3.5 Permanent exclusion (if severe physical assault takes place).

14.4 What can you do to help your child?

14.4.1 Speak with your child

14.4.2 Support, reassure and reduce the fear of your child

14.4.3 Offer your child the opportunity to talk about the incident.

14.4.4 Recognize that the child may be reluctant to talk about the incident at the time but may be willing to do so at a later stage.

14.4.5 Explain what action the school will be taking to deal with the perpetrator(s).

14.4.6 Inform close relatives to all keep an eye on your child.

14.5 Cyber-bullying

14.5.1 Any abuse of the school's ICT facilities will be treated very seriously by the school and may well result in the withdrawal of the students' access to the school's network.

15. Section 3: For Students

15.1 Bullying is not acceptable at the Extra Mile School and if bullying is taking place for any reason you are advised to take the following course of action:

- 15.1.1 Inform a teacher or other member of staff
- 15.1.2 Do not ignore the bullying, as to ignore, is to condone.
- 15.1.3 Record any incidents that occur in school and on the way to school or tell a member of staff.

15.2 Once this is identified, all bullying incidents will be recorded centrally within school. The following sanctions may be imposed:

- 15.2.1 Official warnings to cease offending.
- 15.2.2 Detentions.
- 15.2.3 Internal Exclusion.
- 15.2.4 Fixed term exclusions.
- 15.2.5 Permanent exclusion (if severe or persistent bullying has been recorded/takes place)

15.3 Key Safety Advice for Students

- 15.3.1 Always respect others - be careful what you say
- 15.3.2 Think before you speak or act
- 15.3.3 Report someone who is behaving badly.
- 15.3.4 Do not retaliate or reply.
- 15.3.5 Save any evidence. Make sure you tell an adult you trust and someone at your school.

15.4 Finally, do not just stand there - if you see bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

16. Useful Websites:

- 16.1 www.bullying.co.uk
- 16.2 <https://www.stopbullying.gov/>
- 16.3 <http://www.suffolkstopbullying.org/>

17. Additional Notes for Students

- 17.1 If you are bullying someone else for any reason, then you may well find the following sanctions being made against you:
- 17.1.1 Parent being contacted.
 - 17.1.2 School disciplinary action.
 - 17.1.3 Police involvement.
- 17.2 If you have maliciously claimed to have been bullied and it has been proved that this is untrue, then you may also find sanctions being taken against you.
- 17.3 Any abuse of the school's ICT facilities will be treated very seriously by the school and may well result in the withdrawal of your access to the school's network.

