

Appendices

Appendix 1 Sample Anti-bullying Policy

Best practice taken from:
CHRYSALIS trainers/consultants from SCHOOLS OUT www.schools-out.org.uk

AND KIDSCAPE
www.kidscape.org.uk

School Statement

This school will not tolerate the bullying of any member of the school community. The school community consists of pupils, parents/guardians/carers, governors and all staff. We will actively support all victims of bullying and take appropriate action with the perpetrators. This work will be pursued through the pastoral and academic curriculum, as well as through the reporting and disciplinary procedures created to deal with all such incidents. All perpetrators will incur sanctions, up to and including exclusion, relative to the seriousness of their behaviour.

Youth Organisation Statement

This organisation will not tolerate the bullying of any member. This organisation consists of service users, parents/guardians/carers, management committee, youth workers, volunteers and other staff. We will actively support all victims of bullying and take appropriate action with the perpetrators as laid out in our grievance and disciplinary procedures. All perpetrators will incur sanctions, up to and including exclusion, relative to the seriousness of their behaviour.

- To promote a secure, safe, happy and friendly environment free from threat, harassment and any other type of bullying behaviour.
- To take positive action to prevent bullying occurring.
- To show commitment to anti-bullying behaviour.
- To inform children and parents of this policy and to develop a positive partnership to help maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes required to achieve the above aims.

Definitions

What is bullying?

Bullying is any incident perceived by the victim or anyone else as bullying.

This definition is designed to ensure that the school or youth organisation takes full account not only of what the victim says, but also the perceptions of those who have witnessed the incident, reported it or are aware of the circumstances. This means that if any person feels that an incident is motivated by bullying then it should be recorded as such and, as with all incidents, properly investigated.

What does bullying look like, feel like, sound like?

In the main it consists of:

Physical – hitting, kicking, pinching, sexual assault, extortion, stealing, hiding belongings;

Verbal – name calling, mockery, insulting, making offensive remarks, sexual innuendo, threatening; and

Indirect – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, defacing of property, display of pornographic, classist, disabilist, homophobic, racist or sexist material.

Who bullies?

Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses. However those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in youth organisations.

Who is bullied?

Anyone can be bullied – young person, parent/carer/guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.

Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disabilist, homophobic, racist and religious, or sexist.

People can be assigned or be a member of more than one group.

What is classist bullying?

In classist bullying, a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks;
- defacing of property;
- graffiti;
- inciting others to behave in a classist way;
- mocking clothing and belongings;
- refusing to co-operate in work and play (refusing to sit next to someone).

What is disabilist bullying?

People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks;
- defacing of property;
- graffiti;
- inciting others to behave in a disabilist way;
- mockery of specific difficulty or disability;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone).

What is homophobic bullying?

In homophobic bullying, a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks;

- mockery of subject and career choice;
- defacing of property;
- graffiti;
- inciting others to behave in a homophobic way;
- mockery of a person's demeanour or way of speaking;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone).

What is racist and religious bullying?

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious, group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions maybe made about some one's religion or belief because of their ethnic origin.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- pretending not to understand/using gibberish;
- physical threats or attacks;
- mockery of physical appearance;
- wearing of provocative badges or insignia;
- having racist leaflets, comics or magazines;
- defacing of property;
- graffiti;
- inciting others to behave in a racist way;
- mockery of a person's demeanour or way of speaking;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone);
- mockery of dress, religious observance, dietary habits;
- mockery of country of origin.

What is sexist bullying?

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person and on all men and women.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry;
- physical threats or attacks;
- inappropriate and uninvited touching;

- sexual assault;
- display of pornographic material;
- mockery of physical appearance;
- wearing of provocative badges or insignia;
- having sexist leaflets, comics or magazines;
- sexual innuendo;
- defacing of property;
- graffiti;
- inciting others to behave in sexist way;
- mockery of a person's demeanour or way of speaking;
- mockery of person's contributions to work;
- refusing to co-operate in work and play (refusing to sit next to someone);
- mockery of clothing;
- mockery of subject and career choice.

Whilst all the above constitute some manifestations of bullying, it should be remembered that an incident of bullying is anything that the victim or anyone else perceives to be such an incident.

Prevention

Children and young people's behaviour is affected by the behaviour of the adults around them. Therefore we expect adults in an organisation to model respectful and courteous behaviour.

It is now a legal requirement to have an anti-bullying policy within schools and good practice for youth organisations.

In the promotion of the organisation's anti-bullying work all pastoral and academic curriculum areas and all teachers, youth workers and volunteers will reflect the organisation's equal opportunities policy and practice in all their work.

The organisation will develop partnerships with outside agencies such as the education and library boards youth service section, local voluntary groups, theatre in education projects, victim support and the police where appropriate, both to inform young people, youth workers, volunteers, and parents/carers/guardians of the issues and to give them support.

All areas of the youth organisation including toilets and outdoor facilities will be appropriately supervised.

Group gatherings within the organisation's environment and displayed material will consistently reinforce the equal opportunity and anti-bullying policies.

The organisation accepts that:

- every member of the youth organisation has the right to feel comfortable, safe, secure, equally valued and respected;
- every member of the school or youth organisation has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination;
- every young person in the school or youth organisation has the right to equal access to a curriculum that meets their needs;
- learning and personal development is the entitlement and responsibility of every member of the school or youth organisation;
- every member of the school or youth organisation has the right to object to and/or reject language or behaviour, which is offensive and/or intimidating,
- every member of the school or youth organisation has the responsibility to treat others with respect;
- it is the responsibility of every member of the school or youth organisation to address and/or report all incidents of bullying.

Action

All members of the school or youth organisation will be alert to the possibility of breaches of the policy and take appropriate action. Young people who identify that the policy is not being followed will alert an adult they trust. This may be a youth worker or volunteer. The person who receives a report from a young person will take it extremely seriously and be seen to be doing so.

Staff have a particular responsibility in addressing all forms of bullying. A failure to do so will be perceived as collusion.

All allegations of breaches of the policy will be investigated thoroughly and sensitively. If a teacher, youth worker or volunteer is unsure how to deal with an incident, he or she will seek advice from a designated person.

Bullying can be a crime; we may therefore choose to involve the police where appropriate.

Incidents and allegations will be investigated and the outcome recorded on the appropriate form. Feedback will always be provided to individuals who have made the allegations or complaint.

All incidents of bullying will be recorded and their frequency and type monitored. This information will be used to inform the development of the organisation's anti-bullying work.

Parents/carers/guardians are very important to the organisation and in particular they have much to contribute to our anti-bullying work. As part of the home/youth group contract all parents/carers/guardians will be asked to commit themselves to this policy.

The organisation, in return, commits itself to investigate any allegations of any form of bullying from parents/carers/guardians promptly and to feedback the outcome of such investigations. All incidents reported by parents/carers/guardians will be recorded.

The organisation will also discuss with parents/carers/guardians any incidents of bullying in which their child has been involved, either as victim or perpetrator.

Parents/carers/guardians, pupils, teachers, youth workers, volunteers and other staff members will be given clear procedures on how to report incidents.

The organisation will provide training to all staff on how to recognise and deal with bullying. We recognise that this must be done in a consistent and transparent manner.

It is the responsibility of **young people** to:

- refuse to accept that bullying is a normal part of life;
- speak out about incidents of bullying wherever possible;
- take some responsibility for the wellbeing of other yourself and other children;
- report incidents of bullying, either as a witness or victim.

It is the responsibility of **parents** to:

- be aware of the school or clubs' anti-bullying policy and practice;
- encourage the views of the policy and practices in a practical way;
- provide positive role models for children to aspire to;
- encourage non-violent behaviour and resolution of conflicts;
- take allegations of bullying seriously;
- maintain a sense of proportion;
- take steps to assure a bullied child that it is not his/her fault;
- try to accept, understand and help solve the problem if it is your child who is bullying;
- work together with the staff at the school or club to solve the problem;
- be aware that bullying can re-occur and when it does so it will be dealt with thoroughly;

- be aware that external conflicts are not the responsibility of the school/organisation to resolve;
- challenge incidents of bullying witnessed in school or in the wider community.

The appointed Anti-Bullying Co-ordinator in this organisation is:

..... (name and position)

This policy will be reviewed regularly and revised as necessary in the ongoing process of development planning.