



Mougins School

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Anti-Bullying Policy



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Philosophy

“Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.” (DFES, 2007)

Mougins School seeks to provide a safe, secure and positive environment in which students can learn develop and grow making full use of the range of facilities the school provides. Mougins School recognises that bullying can have a long-term damaging effect upon all those involved. It recognises the damage bullying can cause and seeks to provide a climate in which all individuals have a right to be educated in a safe and caring environment.

Aims of Mougins School

Mougins School Anti-Bullying Policy supports the aims, vision and values of the school to:

Encourage pupils to develop morally, emotionally, culturally, intellectually and physically;

Create a way of life characterised by caring, tolerance, security, praise and high expectations;

Enable pupils to learn best by being encouraged, valued, trusted and respected;

Help pupils develop continuously by providing conditions and experiences that sustain and encourage this development.

Aims of Mougins School Anti-Bullying Policy

It is our aim that wherever possible, our policy and procedure should contribute to all pupils' well-being by helping them to achieve their potential academically, emotionally, physically and socially. As a consequence, the Mougins School Anti-Bullying Policy dovetails with the Behaviour Policy. We acknowledge that it is the right of every child to be helped to be healthy and safe, to enjoy and achieve, and to make a positive contribution to the community. Our aim is the development of a mutually caring relationship between all members of the School community in order to create a secure and safe environment into which parents can send their children. We educate children to acknowledge and accept the effects their words and deeds have on others whilst emphasising that any form of bullying is totally unacceptable.



Aims of Prevention and Intervention

Prevention

To make it clear to pupils, staff, parents and guardians that bullying will not be tolerated; promoting an open and honest anti-bullying ethos. To instill in all members of the school community a sense of caring and kindness for one another; encouraging positive behaviour and respect for others.

To promote a positive environment where every member of the school community feels safe and supported; ensuring that during breaks and lunch times the buildings and grounds are supervised by staff.

To encourage a climate of openness in which pupils, staff and parents act immediately if there is any suspicion of bullying occurring. To provide a clear framework for dealing with incidents of bullying, which ensure that pupils, staff and parents know how to report bullying and how to get help.

To apply disciplinary sanctions fairly, proportionately, consistently and reasonably to deal with those pupils who are found to be bullying; taking into consideration the needs of vulnerable children. The aims of such sanctions are: to impress on the perpetrator that what they have done is unacceptable; to deter them from repeating that behaviour; to signal to other pupils that the behaviour is unacceptable and deter them from doing it; to hold the pupil who bullies to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. This dovetails with the Mougins School Behaviour Policy;

To educate pupils in resisting bullying in all its forms; being clear about the roles that pupils can take in preventing bullying, including as a bystander. To provide a variety of opportunities to address bullying issues through a whole-school and whole curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings (see PSHE programme).

To provide effective support for those being bullied and a framework within which those bullying others may recognise and reform their behaviour.

Intervention

To prevent, de-escalate and/or stop any continuation of harmful behaviour.

To react to bullying incidents in a reasonable, proportionate and consistent way. To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil as appropriate, e.g. Psychologist. To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience.



Definitions of Bullying

Bullying is a whole school issue. Mougins School recognises that bullying has serious consequences and can cause psychological damage and even suicide. Bullying behaviour can occur between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face or indirectly. It can be fuelled by prejudice and be of a racial, religious, cultural, sexual, sexist or homophobic nature. It may also be focused specifically on students who are classed as special educational needs or disabled. It may be based on someone's appearance, health, intelligence, sexuality or their home situation. Bullying can take many different forms and is increasingly carried out through electronic means, commonly known as cyber bullying. It may occur frequently or infrequently, regularly or irregularly, but it should be taken seriously even if it has just occurred on one occasion.

Not all aggressive behaviour is bullying. Some children with the intention or awareness that it causes distress may exhibit behaviour which appears to be bullying. Some individuals may feel they are being bullied even when there is no intention from others to cause distress. All perceptions of bullying will be taken seriously.

Bullying can take many forms, but the three main types are:

Physical: Hitting; kicking; pushing; taking or hiding belongings; deliberately damaging someone's work or possessions

Verbal: Name-calling; teasing; taunting; mocking; making offensive comments

Indirect: Spreading unkind stories about someone; inappropriate use of mobile phones and/or texting, emailing, misuse of MSN or social networking sites; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading malicious rumours.

All forms of bullying are taken equally seriously

Cyber Bullying

DFES Definition: Cyber bullying is an aggressive intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.

Because of the anonymity that new communication technologies offer, anyone with a mobile phone or Internet can be the target of cyber bullying. In addition this means that bullies can reach much larger numbers within a peer group than they can with conventional bullying.



Although it may not leave visible scars cyber bullying of all types can be extremely destructive.

Examples are:

Text message bullying

Picture/Video clip bullying via mobile phone cameras

Phone call bullying via mobile phone

Email bullying

Chat Room bullying

Bullying through instant messaging (IM)

Bullying via websites

Identifying signs of Bullying

The student may:

Become withdrawn moody, aggressive, uncooperative or non-communicative;

Behave in an immature way;

Have sleep or appetite problems;

Have more difficulty concentrating;

Show variation in academic performance;

Have cuts, bruises or aches and pains without adequate explanation;

Request extra money or start stealing;

Have clothes or possessions damaged or lost;

Complain of illness more frequently;

Exhibit a marked change in well-established pattern of behaviour e.g. withdrawn, moody, tearful;

A sudden loss of interest in a previously favoured activity;



Changing times of arriving at school and lessons;

A reluctance to attend school;

A request to change school;

A refusal or avoidance of a particular activity or lesson.

Procedure for dealing with incidents involving bullying

Students:

Students are informed that “tell someone” is the best way to stop bullying, and keeping quiet gives the bully power. Students are encouraged to make contact with any adult in the School they feel they can trust. Bullies are often people who have been bullied earlier in their lives and bullying is a form of “protection” for them.

Despite the popular belief amongst children that if they say anything, the situation will get worse, the bully is someone who has lost sight of the limits and, once discussion as to what the limits are take place, generally stops.

All pupils are encouraged to be alert and to watch out for bullying behaviours. The pupils are reminded regularly of the importance of reporting any bullying behaviours to a member of staff, regardless of whether they themselves are the target. This message is reinforced through Tutorial, PSHE lessons, assemblies, the wider curriculum, the role of the School Council. Pupils are strongly encouraged to speak with any member of staff (adult?) with whom they feel at ease.

Staff:

When bullying is reported:

Ensure that the student’s class teacher / tutor is aware (if it is not reported to them);

Talk to the class as a whole if there is a general problem or talk to individuals, both the victim(s) and the offender;

Some incidents need a firm authoritative response in order to show our disapproval of the behaviour;

In serious situations, the Head should be informed and parents contacted (either by the class teacher/tutor or the Head);

Take alleged incidents seriously and investigate immediately;

Show fairness, consistency and impartiality, maintaining a listening environment;



Be able to deal with each disclosure about bullying sensitively.

Keep a written record of the student's name, the date, time, duration and location of the incident, action taken. Form tutors to be informed of both victim and perpetrator. Records are kept to ensure that patterns may be identified.

The problems rarely go away on their own. Action of some sort must be taken. We have a zero tolerance of bullying.

The school takes extensive steps to raise staff awareness of bullying through annual training.

Action is taken in areas and times where bullying is most likely to occur and staff are made aware of this.

Curriculum Support

The anti-bullying message is communicated regularly to the pupils through assemblies, tutorials, School Council and through various areas of the curriculum, most notably through PSHE/Citizenship lessons and through visiting speakers.

All teachers should use appropriate opportunities to reinforce the anti-bullying message through the standards they set in their relationships with the pupils and those they expect between pupils, whether inside or outside the classroom. Training for academic staff regarding anti-bullying is offered; all academic staff are made aware of the school's Behaviour and Anti-Bullying policies and procedures.

Review

The policy will be reviewed each year taking into account any changes in legislation. The SMT will ensure that any outcome of review is rectified in the Staff Handbook, which will be distributed and explained to staff following the review. All staff will be made aware of this policy during staff induction and relevant training. It is accessible in school and in the main office, Staff Handbook on the School's Staff Only Intranet Files.