

## ANTI-BULLYING POLICY

Last reviewed: June 2020

Next review: June 2021

Responsibility: Vice Principal Pastoral



### Rationale

As an inclusive school, we are committed to maintaining a zero-tolerance approach to bullying and fostering an environment where all students feel safe, cared for and secure. Bullying can have a long term impact on emotional and physical wellbeing and our students are educated about the risks of bullying and encouraged to report any concerns relating to bullying immediately.

Students are regularly encouraged to abide by the school mantra '**Work hard, be kind**' and are also rewarded for '**Making a Positive Difference**' through the school's rewards/commendation system. Potential victims of bullying are encouraged to speak out immediately, whilst incidents of bullying/potential bullying are dealt with swiftly and firmly through our behaviour policy.

This policy is made available to parents, all members of staff, pupils and boarders.

### Aims of the Policy

- To ensure that all pupils and adults share a common understanding of what is meant by 'bullying'.
- To ensure that all pupils know exactly what to do if they are being bullied and feel confident that the appropriate action will take place.
- To ensure that there is a clear procedure to follow which deals with all incidents of bullying.
- To prevent bullying by constantly promoting the behaviour policies of the Junior and Senior sections of the School, providing pupils with opportunities for discussion with staff within PSHEe and by providing Anti-Bullying workshops and events.
- To ensure that all pupils have access to an adult in school (usually the Form Tutor in the first instance) with whom they may talk in confidence in the knowledge that immediate action will take place and that any concern will be dealt with discreetly and sensitively.
- To ensure that pupils are aware of the consequences of pursuing any form of bullying.
- To help pupils empathise with the victims of bullying through restorative practice.
- Where appropriate, to ensure pupils who have bullied others restore peace by contributing more to the school through appropriate targets set by the Form Teacher, the Pastoral Team and the Principal/Vice Principal (Pastoral).
- To follow up and monitor each case or concern to ensure that both the victim and the bully are supported in order to prevent a recurrence of the behaviour.
- To encourage pupils to enjoy, celebrate and respect diversity and to feel good about themselves.

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## What is Bullying?

*“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.*

*“Bullying behaviour uses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour or arguments between individuals would not be seen as bullying.” (Torfaen 2008)*

There are four main types of bullying:

**Physical** – hitting, kicking, punching, threatening behaviour, sexual assault, stealing or hiding personal belongings

**Verbal** – name calling, teasing, insulting, writing or sending unkind notes or messages

**Emotional** – being intentionally unfriendly, excluding, tormenting looks, spreading rumours

**Cyber** – misuse of all areas of the Internet including e-mail, instant messaging and social networking sites, threats made by text messages or phone calls, misuse of associated video and camera facilities

Specific types of bullying can include:

- **Racial bullying:** physical and emotional bullying related to someone’s ethnicity, culture or religion
- **Special Educational Needs (SEN) and Disability bullying:** bullying targeted at someone with a SEN or disability, bullying causing the victim to do something they should not, causing deliberate isolation, taking advantage of someone by encouraging them to carry out bullying behaviour knowing that they are unaware of this
- Bullying related to appearance or health conditions.
- Bullying because a child is adopted or a carer.
- **Homophobic bullying:** bullying motivated by a prejudice towards LGBTQ+ people, related to sexual orientation (Homophobic bullying)
- **Sexual bullying:** Bullying of a sexist or sexual nature, name-calling and comments about appearance, attractiveness and emerging puberty, uninvited touching, innuendos and propositions.
- Cyber bullying (see Appendix I)

## Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- Is unwilling to go to school
- Is frightened of walking or using the school bus, to or from school
- Changes their usual routine
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Begins stammering
- Attempts or threatens self-harm or suicide
- Runs away

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- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to underachieve in school work
- No longer wishes to attend any extra-curricular clubs
- Comes home with torn clothes or damaged books
- Has had possessions go 'missing'
- Asks for money or starts stealing money (to pay the bully)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Prevention of Bullying**

- Posters are displayed around the school highlighting what bullying is, how to report it and how to deal with it.
- The school's reward system attempts to encourage positive behaviour – including commendations for *Making a Positive Difference*.
- Homework planners contain the school rules and a pupil friendly anti-bullying policy
- The School mantra '*Work hard, be kind*' is constantly reinforced throughout the school.
- Homework planners contain the school rules which relate to bullying. A signature is required from the child at the beginning of the year.
- Emphasis placed on self-esteem and friendship skills, assertiveness and handling conflict within the PSHEE programme.
- Regular open discussions within form periods to tackle issues, including weekly mentoring and one session per week dedicated to positive mental health and wellbeing.
- Reinforcement of the Code of Conduct.
- The school 'Ambassadors' are accessible to all children during break times; problems can be discussed and solutions can be suggested. All serious issues to be reported back to Vice Principal (Pastoral) and/or Designated Safeguarding Lead or trusted staff members.
- Staff to be observant and aware in the classroom and around school, looking out for evidence of bullying and to protect the victims.
- All members of staff should be aware that their own conduct is influential and should avoid actions and statements which may imply support for the victimisation or humiliation of individuals.
- Staff awareness will be raised through training, and action taken to reduce the risk of bullying at times and in places where it is most likely, for example, in the changing rooms, in cloakrooms and at play times.
- Staff should be made aware through training of how to support pupils including those with SEN or disabilities and lesbian, gay, bisexual and transgender (LGBT) pupils.

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- All pupils should be made aware that it is their right to complain about bullying and victimisation.
- Parents to be informed of the dangers of Internet and mobile phone misuse and asked that they monitor their child's use of this technology. (See appendix I)
- Children of concern and specific Incidents of bullying to be discussed at weekly staff meetings and briefings, logged on pastoral logs and monitored to identify patterns of bullying.

### **Statement of Intent**

If bullying does occur, all pupils should be able to report instances and know that these will be dealt with promptly and effectively. The school aims to encourage anyone who knows that bullying is happening to tell a member of staff or a responsible adult. This is underpinned through the anti-bullying units within the whole school PSHEE programme and is supported by Fulneck's pastoral framework.

No 'initiation ceremonies' are permitted within the school or the boarding house. Any pupils who are being bullied will be suitably supported, and pupils who may bully others will also be given appropriate help and guidance. It is our firm belief that:

***Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our school community and every member of the community has a role in creating a culture where bullying is not tolerated. This applies to the bullying of pupils, teachers, support staff and all members of our community. Nobody should suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many children and young people. Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.***

### **Procedure for dealing with incidents of bullying at Fulneck**

1. Any individual being bullied or witnessing bullying should inform a member of staff they trust, potentially including: teachers, pastoral staff, boarding staff, school nurse, administrative or support staff. If this is not possible messages may be channelled via prefects, ambassadors, pupils or parents and guardians.
2. It is the responsibility of the member of staff who has been the recipient of a disclosure to take accurate notes, record the details of the student log and then refer to the Pastoral Team immediately. Any issues relating to members of the boarding community should also be referred to both the boarding staff and the most appropriate member of the Pastoral Team (eg. Head of House, DSL or Vice Principal Pastoral).
3. Appropriate communication will take place with staff. Those concerned will be interviewed by the appropriate members of staff from the list below:

Head of Junior School:	Junior School children
Vice Principal Pastoral, DSL or Head of House:	Senior School Children
Vice Principal Pastoral/DSL/Head of House and Head of 6th Form:	6th Form Students

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Heads of Boarding: if an incident occurs in the Boarding Houses (this must be recorded on the Student Log and reported immediately to the most appropriate member of the Pastoral Team).

4. The incident will be investigated further and measures taken to ensure that the bullying is stopped quickly. The incident will be logged by a member of the Pastoral Team on the school's confidential Student Logs and parents informed where appropriate. Potential bullying incidents are highlighted in red in the Student Logs and also added to a central bullying register in order to identify any potential patterns. A bullying incident which occurs in the Boarding House will be logged by the boarding staff in the same way and the most appropriate member of the Pastoral Team must be informed promptly.
5. In instances where there are concerns that serious levels of bullying are taking place, the alleged perpetrator will be isolated by the Pastoral Team in order to allow a thorough investigation to take place (including interviews of all potential witnesses) swiftly and without any potential interference.
6. A bullying incident should be treated as a Child Protection concern where there is reasonable cause to believe a child is suffering or could suffer significant harm. In this case, the normal Child Protection procedures should be followed and the case might need to be referred to external agencies. In the event of pupil on pupil abuse, whether perpetrator or victim, all involved should be treated as being 'at risk'
7. An attempt will be made to help the bully (bullies) change their behaviour. Each case will be monitored to ensure repeated bullying does not take place, and to enable patterns to be identified.
8. Where deemed necessary - due to the seriousness of the incident or through repetition of bullying by a particular individual - written accounts from those involved will be asked for.
9. Details of incidents will be given to parents where appropriate. Parents may also be invited into school to discuss the issues involved. Boarding House staff will be informed where appropriate.
10. The bully may be asked to apologise and other appropriate sanctions such as detention may take place. Wherever possible and appropriate pupils will be reconciled.
11. In serious cases (and where bullying by an individual continues) the Principal will be informed and may decide to exclude the pupil or pupils concerned either temporarily or permanently.
12. Information about victims and perpetrators of bullying will be passed on to all members of staff.
13. If the person being bullied is a member of staff then their line manager should be informed and they should investigate. In serious cases it should be referred to the Vice-Principal.

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## APPENDIX 1

### **CYBER BULLYING (see also e-safety policy)**

**‘Cyber Bullying is the use of modern communications technology to embarrass, humiliate, threaten or intimidate an individual in an attempt to gain power and control over them’. (Glen R Stutzky)**

It is a criminal offence and could be subject to prosecution.

During the School day, there are restrictions on Internet use (chat rooms are blocked) and mobile phone use is restricted during the school day (Year 11 and 6<sup>th</sup> form are allowed to use their phones in the Y11 Common Room/Sixth Form Centre). This means that cyber bullying usually takes place outside school but its consequences can spill over into school.

If individuals become a victim they should retain evidence (eg, screen grabs) that can be called upon during an investigation and provided for the parents of those involved.

We will deal with matters within school in accordance with our general anti-bullying procedures but parental support is vital in dealing with this issue and preventing what is happening at home.

E-Safety is taught within the school curriculum in both ICT and PSHEe and is regularly referred to within form tutor sessions. External organisations also deliver sessions on sexting and assemblies on Internet safety day are led by anti-bullying ambassadors.

Cyber Bullying can take any of the following forms:

- \* **SMS/instant messaging service (eg, Whatsapp)**
- \* **Social Media/Direct Message (eg, Facebook, Snapchat, Instagram, Youtube)**
- \* **Email**
- \* **Website**

When cyber bullying takes place, students should take the following steps:

- 1) Record all correspondence (via screen grabs) immediately.
- 2) Remove yourself from the conversation and block the correspondents from your phone/the social media/app.
- 3) Inform your parents.
- 4) Inform a member of the Pastoral Team at school and allow them full access to all evidence (eg. screen grabs)
- 5) In serious cases of cyber bullying the victim is within their rights to report the incident to the social media provider and – in extreme cases – notify the police.

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