

Anti-Bullying Policy



Formby High School
Determined to Achieve

Anti-Bullying Policy (including Cyber-Bullying)

Formby High School promotes a safe learning environment where everyone feels able to enjoy and achieve, and where success is recognised and rewarded. We expect students to work hard, respect themselves and respect others. Bullying will never be tolerated and all members of the school community are expected to make a positive contribution to creating an environment where all students are free from harm and able to achieve and enjoy. The school recognizes that both students and staff may be the victims of bullying and will strive to ensure that the likelihood of this occurring is minimised.

Principles

The school will:

- Adopt a definition of bullying that is agreed across the school and accepted by the local community.
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying, particularly in challenging prejudice and discrimination through our RESPECT (Personal, Social, Health, Economic Education) programme, assemblies and other related activities.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the Policy across the school.
- Ensure fair treatment for all, regardless of age, race, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.
- Ensure that students are taught about the risks associated with cyber-bullying and how to behave safely and appropriately on-line through the RESPECT and Computing curriculum,
- Encourage students and parents to follow the guidance contained in Appendix One of this policy.
- Encourage all stakeholders to speak out and act against bullying.
- Strive to eliminate all forms of discrimination as set out in the Equality Act.

Definition of Bullying

Persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another.

Bullying is persistent and repetitive. However, there will be occasions when a one off incident is so significant that it causes long term effects and is therefore categorised as bullying. Additionally, school may investigate a mutual conflict where it is found both parties have equally participated and there is no imbalance of power; this will not be considered bullying but sanctions may still be issued.

Types of Bullying

Bullying typically demonstrates the following characteristics:

- **Repetition** – not one-off incidents but frequent and over a prolonged period of time
- **Intent** – behaviour is deemed purposeful, not accidental
- **Clear victim** – behaviour is targeted at specific individual or group
- **Power imbalance** – unequal power, causing stress to one party

There are various forms of bullying which include:

- **Physical** – for example, hitting, kicking, taking belongings or threatening these behaviours
- **Emotional** – for example, deliberately causing harm through name calling, taunting, making negative personal comments
- **Indirect** – for example, spreading malicious rumours, excluding individuals from a social group, family feuds brought into school
- **Cyber** – for example, use of email, social networking sites or mobile phone messaging to spread rumours, make threats, share inappropriate material online or send inappropriate images.
- **Sexual** – for example, using explicit sexual words and phrases, using sexual threats or violence, sexual harassment or forced sexual activity

The Effects of Bullying on the Individual

The lives of students who are bullied are made miserable – they may suffer injury, attend school erratically or infrequently, lose self-confidence, and underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as non-accidental injuries (including self-abuse), low self-esteem, unhappiness, fear, distress or anxiety.

If unchecked, others may come to see bullying behaviour as acceptable within the school. It is not unknown for victims to become bullies of younger or more vulnerable students than themselves. Bullying that is not addressed may have lasting effects on the child and his / her peer group and family.

Roles and Responsibilities of Stakeholders

The **Headteacher** is ultimately responsible for the well-being of all students and staff.

The **Deputy Headteacher (Pastoral)** has been designated to oversee the safeguarding and well-being of students. His / Her responsibilities include:

- To liaise with the Headteacher on all matters regarding the safeguarding of children.
- To ensure that incidents of bullying are investigated swiftly, thoroughly and fairly, and resolved in a reasonable and appropriate manner.
- To monitor and record all reported incidents of bullying.
- To ensure Climate for Learning Leaders and the Pastoral Team monitor students who are victims and perpetrators of bullying and keep the parents / carers informed.
- To ensure all staff are aware of the contents of this policy and that regular training is provided.
- To liaise with appropriate staff to ensure the implementation of whole school initiatives to highlight bullying issues, including Anti-Bullying Week.
- To ensure the use of appropriate assemblies and 'Thought for the Day' to highlight aspects of bullying.
- To liaise with external agencies as necessary.
- Involve the Safer Schools Police Officer as appropriate to support resolution.

The **Subject Leader for Computing and IT Network Manager** are responsible for the monitoring of the ICT Acceptable Use Policy. Students who violate the rules included in the Acceptable Use Policy will be sanctioned.

Pastoral Team and Climate for Learning Leaders have the following responsibilities:

- To investigate incidents by establishing the facts through taking statements from the

victim(s), perpetrator(s) and any witnesses.

- To inform all parents / carers of the incident, record the incident and liaise with the Deputy Headteacher with responsibility for Pastoral Care regarding the sanction.
- Determine an appropriate course of action / sanction and communicate this decision as required.

All staff employed by the school have the following responsibilities:

- To promote a climate in which bullying is not tolerated and students are encouraged to respect and value one another.
- To be alert to any potential incident of bullying and intervene when instances are noticed.
- To refer incidents that constitute bullying to the Pastoral team and / or appropriate Climate for Learning Leader.
- To adopt a non-judgmental approach and listen willingly to any student who discloses an incident of bullying.

Students have the following responsibilities:

- Speak Out. Report bullying experienced or observed. Not reporting bullying allows it to continue.
- Respecting the views, beliefs and appearance of their peers.
- Intervening when someone is being bullied and making it clear to the bully that their actions are unacceptable.
- Ensuring that previous victims of bullying are not isolated from groups of friends.
- Encouraging the victim to join in activities and groups.
- Avoid situations on social media where bullying can take place and try to persuade peers to do the same.
- Engage positively in the discussion and consideration of bullying issues during lessons.

Parents

The support of parents plays a key role in prevention and effective response to bullying. Formby High School therefore expects parents to contribute to this policy in the following ways:

- Cooperate with school staff and make them aware of any issues as soon as they arise.
- Monitor their child's use of social media activity to ensure they are safe online and not being bullied or using social media inappropriately.
- Involve Formby High School and give staff the opportunity to investigate incidents involving school students before taking any other action.
- Inform the school if they intend to report bullying incidents to the police.

The **Governing Body** is responsible for monitoring the implementation of this policy and reviewing it on a regular basis.

Strategies for Dealing with Bullying

The School will consider a range of appropriate strategies when determining how to deal with bullying most effectively. The perpetrator may not always be sanctioned in the first instance and, instead, given the opportunity to demonstrate he / she has learned a lesson and is prepared to change his / her behaviour. Where sanctions are applied, they will be proportionate, reasonable and in accordance with the Behaviour Policy.

Possible strategies include:

- Mediation / restorative practice approaches

- Written or verbal apology
- Tolerance agreement implemented
- Work with Peer Mentors
- Loss of Free Time
- Work with Safer Schools Police Officer
- Referral to external agencies (for example, counselling services, Children's Services, Police)
- On-going monitoring
- Meeting with parents of the victim / perpetrator
- Detention
- Internal suspension
- Fixed term suspension

Students who, despite intervention, are known to be persistently and intentionally causing harm, injury or offense to other students at Formby High School may receive the most serious consequences, including placing themselves at risk of permanent exclusion.

Appendix 1 – Online-Bullying

Safety Advice for Children and Young People

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Keep your password to yourself. Only give your mobile phone number or personal email address to trusted friends.
4. Block the bully – learn how to block or report someone who is behaving badly.
5. Don't retaliate or reply to threatening or insulting comments.
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
7. Make sure you tell:
 - An adult you trust or call a helpline like ChildLine on 0800 1111 in confidence.
 - The provider of the service by checking the service provider's website to see where to report incidents.
 - School – inform your form tutor, Climate for Learning Leader or a member of the Pastoral Team who can help you.
8. Finally, don't just stand there – if you see online bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Safety Advice for Parents and Carers

1. Be aware as your child may as likely online bully as be a target of online bullying.
2. Be alert to your child appearing upset after using the internet or mobile phone. This might involve subtle comments or changes in relationships with friends. He / She might be unwilling to talk or be secretive about online activities and mobile phone use.
3. Talk with your children and understand the ways in which they are using the internet and mobile phone.
4. Use the safety features offered by your internet service provider / mobile phone provider / social networking websites and ensure the security settings are appropriate.
5. Remind your child not to retaliate.
6. Keep any evidence of offending emails, text messages or online conversations.
7. Report cyber-bullying:
 - If it involves another student, contact school so that we can take appropriate action.
 - Contact the service provider.
 - If the cyber-bullying is a potential criminal offence, you should consider contacting the police.
8. Refer to www.thinkuknow.co.uk, the Child Exploitation and Online Protection Unit website for children and their parents.

Helpful Organisations:

- National Bullying Helpline 0845 22 55 787 www.nationalbullyinghelpline.co.uk
- Child Exploitation and Online Protection 08700 000 33 44
- Kidscape Parents Helpline 0845 120 5204 www.kidscape.org.uk
- Bullying Online www.bullying.co.uk
- Childline 0800 1111 www.childline.org.uk