

**"We all play our part in achieving excellence in everything"**

### **Anti-Bullying Policy (October 2013)**

At The Pilgrim Federation Schools, all forms of bullying are unacceptable and will not be tolerated. We all work together to create a happy and caring learning environment and to encourage mutual respect. We accept, however, that incidents of bullying may occur from time to time, and it is everyone's responsibility to deal with any such incidents sensitively and effectively. They may be brought to the attention of any member of staff, either by the victim(s), their parents or other pupils.

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring safe environment without fear of being bullied.

Within the curriculum the school will continually raise awareness of the nature of bullying through our inclusion in PSHE, assemblies/collective worship and subject areas, as appropriate, with the aim of preventing and/or eradicating such behaviour.

#### **Definition**

Bullying is defined as **deliberately hurtful behaviour, repeated over a period of time**, where it is difficult for those being bullied to defend themselves. It can be thought of as deliberate, ongoing and unfair (ganging up etc.).

We acknowledge that:-

#### **1 Bullying can take many forms**

- \* intimidation,
- \* threatening physical abuse,
- \* extortion,
- \* verbal abuse,
- \* emotional abuse,
- \* taking or hiding belongings,
- \* forcing to steal or do other action against one's will,
- \* social exclusion

2 Bullying behaviour can be perpetrated by pupils, teachers, support staff or parents. Anyone can be a recipient.

3 Bullying can have a very damaging effect by undermining the personal, social and academic development of both victims and bullies.

**We have a range of strategies to develop positive relationships between pupils and between staff and pupils. All of these help to prevent the onset of bullying.**

**These include:**

- \* Pupils who have various duties to help around the school and so begin to assume responsibility.
- \* School Councils which meet together regularly to discuss issues arising and to contribute ideas to things such as policies.
- \* PSHE - SEAL Curriculum (Social and Emotional Aspects of Learning). The emphasis of this curriculum is very much on relationships, how to forge good relationships, how to get on, how to be a good learner and a positive member of our school/society.
- \* Involvement of children in developing school rules which set out the standard of behaviour expected.
- \* Liaison with other schools - we have opportunity to work with other staff and pupils to share ideas and experiences to promote positive relationships.
- \* School clubs, trips and extra curricula activities

### **Signs and symptoms**

A child may indicate by signs or behaviours that s/he is being bullied or involved in the bullying of others. Adults should be aware of these possible signs and that they should investigate if a child:

- \* is frightened of walking to or from school
- \* insists on being driven to school
- \* changes their usual routine
- \* finds it difficult to retain friendships
- \* makes excuses or 'covers up' explanations
- \* is unwilling to go to school
- \* becomes withdrawn, anxious or lacking in confidence
- \* starts stammering
- \* attempts or threatens self harm
- \* cries themselves to sleep at night or has nightmares/bed wetting
- \* regularly feels ill in the morning
- \* begins to do less well in school work
- \* comes home with clothes torn or property damaged
- \* has unexplained cuts and grazes
- \* becomes unreasonable when dealing with school issues
- \* stops eating

It is important to note that **these signs and behaviours could indicate other problems**, but bullying should be considered a possibility and should be investigated.

### **Procedures for dealing with incidents of bullying**

**Our aim is to provide an atmosphere where anyone experiencing bullying is willing to ask for help. We wish to help both the recipient and the bully to gain insight into their behaviour and to consider ways of avoiding or resolving the difficulties they are experiencing or presenting. It is our responsibility to adjudicate.**

### **Isolated incidents**

Isolated incidents of anti-social or bullying behaviour will be dealt with as they occur by the relevant/appropriate staff. This is likely to focus on reflection, analysis of behaviour, consideration of ways of avoiding further such incidents and the implementation of relevant sanctions.

### **Procedure for dealing with serious or recurring incidents of bullying**

- \* Class teacher or Headteacher will discuss the incident with the pupils individually.

### **Class teacher or Headteacher will support the recipient by:**

- \* ensuring that the pupil feels that he or she is being listened to, and taken seriously
- \* making a written account of child's concerns or details of events
- \* developing a plan of strategies which empower them to take control e.g. practise an appropriate phrase to tell the 'bully' to stop, and then walk away, talk to an adult, seek support from friends, write their feelings down on paper, find an alternative playmate, be proactive in minimising bullying opportunities i.e. play in a different area of the playground, look and act confident
- \* enable the pupil to develop the skills and knowledge to achieve the above strategies
- \* reassuring the pupil by explaining that he or she will be supported, and how the incident will be dealt with
- \* informing them of 'sanctuary' or safe area (as agreed between child and class teacher)
- \* informing parents and involving them where appropriate.

### **Class teacher or Headteacher will ensure that the bully is dealt with fairly by:**

- \* explaining the reasons for meeting with him/her
- \* making sure the pupil feels that he or she is listened to
- \* making a written account of child's details of events
- \* letting the pupil know that all incidents of bullying are disapproved of
- \* explaining how the incident will be dealt with
- \* giving them an opportunity to further develop positive behaviour strategies to avoid incidents, most probably through the formation of a support plan which details specific targets for changes in behaviour, strategies for achieving these and the methods to be used to monitor the child's progress
- \* informing parents and involving them where appropriate.

### **Where considered beneficial to all parties, Class teacher or Headteacher will see both pupils together for a mediation session in order to help both recipient and bully to:**

- \* see the situation from the other perspective
- \* explore the causes and effects of the incident
- \* decide how they can move forward and work towards resolving the conflict

**Class teacher or Headteacher will decide the format of the Support Plan to be used** with both recipient and bully. Monitoring of that plan will be conducted either in an informal manner i.e. mainly through discussion, or will take the more official form of documented reports from all relevant staff. The support plan is reviewed on a regular basis by the School Management Team and Governors are involved where required. Expert advice may be sought from the Pupil Attendance Support Officer, School Health Advisor and the Advisory Teacher for EBD (Children with Emotional and Behavioural

Difficulties). The support plan for the bully is likely to take the form of an Individual Behaviour Plan, a Home/School Agreement or a Behaviour contract.

**Monitoring of subsequent behaviour** may include:

- \* classroom observations (e.g. tally chart of number of disruptive actions towards fellow pupils within specific time periods, or support staff to keep a running record of daily behaviour patterns)
- \* playground observations (e.g. playground report to be completed by duty staff on numerous occasions throughout one break session, pupil then discusses with Headteacher, or tally the number of co-operative actions/behaviours demonstrated, to use as basis for discussion with the pupil)
- \* regular meetings between the Headteacher/class teacher and the pupils concerned
- \* regular meetings with both sets of parents
- \* all teaching and support staff aware of concerns and implementing the support plan

**Class teacher and Headteacher will hold a review meeting** at a pre-specified time and will decide whether the above arrangements should continue. The recipient and bully will be spoken with individually.

**If there is evidence of further bullying** or provocation and pupils are reluctant to change their bullying behaviour, the following strategies may be employed:

- a) exclusion from some recreational areas e.g. confined to one area of the playground
- b) exclusion from all recreational areas at break time and lunchtime e.g. has to remain with class teacher
- c) compulsory participation in lunchtime activities with a member of staff to focus on developing acceptable behaviour and channelling of energy into productive activity
- d) compulsory participation in other activities
- e) further involvement of outside agencies e.g. the Behaviour Support Team
- f) exclusion from school at lunchtime
- g) temporary informal exclusion
- h) fixed term official exclusion

### **Guidelines for adult intervention in school**

- \* remain calm and non-judgemental while the pupils talk through their problem
- \* listen more than you speak
- \* record details of the incident from the perspectives of all involved
- \* encourage pupils to reflect on their behaviour, and to think of ways they can resolve current difficulties and avoid them recurring.
- \* administer suitable sanctions to the bully e.g. write a letter of apology, withdrawal of recreation time

### **Parental involvement**

Arrangements will be made to meet with the pupils' parents to discuss the nature and level of the support which the school intends to initiate. Ways in which the parents might help to support their children in modifying their behaviour in a way which is consistent with the schools' approach will be suggested.

## Cyber bullying

### Definition

Cyber bullying is the use of technology to deliberately intimidate, upset or offend others - it is often repeated over time. Examples include unkind texts or chat room messages, nasty emails, posting pictures, spreading rumours/accusations, purposely excluding from a social network site etc.

Within school, instances of cyber bullying are likely to be rare as **mobile phones are not allowed in school** and children do not have access to unmoderated chat rooms, it is more likely that cyber bullying will happen outside of school hours. However, the school will do all that it can to support children and their families with incidents of reported cyber bullying.

### What is different about cyber bullying?

- 1 Cyber bullying can take place at any time and can invade home/personal space.
- 2 The audience can be very large and reached rapidly.
- 3 People who cyber bully may attempt to remain anonymous and may never be in the same physical space as their target.
- 4 Strangers can cyber bully.
- 5 Cyber bullying can take place both between peers and across generations - age or size are not important. Bystanders can also become accessories e.g. by passing on a humiliating message.
- 6 Some instances of cyber bullying are unintentional e.g. something sent as a joke with a lack of awareness of the consequences, may be deeply upsetting.

### Preventing Cyber bullying

At The Pilgrim Federation schools, as in all schools, there is no single solution to the problem of cyber bullying as it is the joint responsibility of the school, the pupil and their family. The best way to deal with cyber bullying is to prevent it happening in the first place and in school we have identified 4 key ways in which we can aim to do this.

#### **1 Understanding and talking about cyber bullying**

- \* The whole school community shares an understanding of what cyber bullying is, helped by this policy.
- \* Children are specifically taught, at an age appropriate level, how to recognise cyber bullying and about its impact.
- \* Children are specifically taught how to use ICT responsibly and the importance of certain protocols e.g. keeping passwords safe.
- \* In Key Stage 2 children are taught about the possible dangers of mobile technology with additional advice and support provided by experts as necessary.

#### **2 Develop reporting of cyber bullying**

- \* As part of the ICT curriculum pupils are taught who to go to when they are concerned about or feel they are the victim of cyber bullying.
- \* In most instances this can be dealt with by the school liaising with the relevant children and families, discussing the incident and agreeing a way of correcting the wrong going.
- \* If cyber bullying persists the school would encourage the family concerned to report the problem to their service provider (we would encourage the reporting of all inappropriate messaging to your service provider) and/or the police\*

- *Cyber bullying and the law.....*

*Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour or menacing and threatening communications. Some cyber bullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.*

### **3 Promoting the positive use of technology**

- \* In school children experience technology being used to support learning and to make learning more flexible, creative and accessible.
- \* Technology is used to increase pupil participation in fun and educational experiences.
- \* Technology is used to develop global awareness, e.g. emailing another class around the world or blogging.
- \* All adults in the school act as positive role models and use technology to further their own knowledge and understanding and in their teaching.

#### **Responding to cyber bullying (assuming that the bully or recipient attends)**

Cyber bullying is a form of bullying and therefore is dealt with in the same manner outlined in our Anti-bullying policy i.e. all incidents will be investigated and pupils and families supported throughout. This section outlines key steps the school will take to address cyber bullying.

#### **Supporting the person being bullied**

- \* Give assurance that the child has done the right thing by telling someone
- \* Inform parents
- \* Make sure the child knows not to retaliate or return the message
- \* Help the child/family to keep relevant evidence e.g. by not deleting messages they've received, printing emails and noting web addresses of online cyber bullying instances
- \* Ensure the child/family understands simple ways to prevent it from happening again e.g. by changing contact details, blocking contacts or leaving a chat room.
- \* If the person responsible is known, they will be asked to remove the content and wherever appropriate or possible, apologise to the recipient using the same medium of ICT e.g. an abusive message on a public forum could be addressed by an apology on the same public forum.
- \* If the person responsible is identified as possibly being a child at another school, the family will be advised to contact that school direct.
- \* If the incident involves a social networking site, the family is advised to make a report to get the content removed.

#### **Investigating incidents**

All cyber bullying incidents will be investigated and recorded.

- \* A written record will be made.
- \* Steps will be taken to identify the bully, including looking at school systems if relevant
- \* Identify and talk to possible witnesses.

## Working with the bully and sanctions

- \* Once the person bullying is identified, steps will be taken to promote a change in attitude and behaviour as well as ensuring access to any support that is required.
- \* This will be done through discussion and reflection on the consequences of that person's actions.
- \* Sanctions might include:
  - creating a set of guidelines for correct ICT use
  - participating in role play/debate focused on correct ICT use
  - restricting the child's use of ICT and mobile technology in school

## Helpful tips for parents

- \* Consider where your home computer is placed. A computer in your child's bedroom where they can access the internet unsupervised may not be the best option. **The school strongly recommends that children do not have internet access or use of a webcam without supervision.**
- \* Share an email address with your child so that you can monitor their communication
- \* Teach your children not to give out personal information - lead by example
- \* Ensure that age limit restrictions of social networking sites are followed e.g. children should be 13 before using Facebook
- \* Monitor the child's access to the internet
- \* Keep changing passwords regularly
- \* Make full use of your computer's parental controls
- \* Be aware of the multi-function aspect of mobile phones e.g. to access the internet or to be used as a webcam
- \* Please feel free to approach any member of staff for help and support - we do not profess to be experts but will always do our utmost to support our children and families.

## Monitoring and review

- \* The Policy will be promoted through all day to day school activity and specifically through PSHE lessons.
- \* The ICT curriculum is regularly reviewed to ensure safety is integral.
- \* Pupils' opinions and experiences are regularly sought through the School Council, class council and regular pupil voice discussions.
- \* Parents will be reminded of the ICT rules they sign up to annually.
- \* The Senior Management Team regularly review children's welfare, including bullying.
- \* Governors monitor this policy during their visits to the schools.
- \* This policy will be reviewed annually.

**This policy should be looked at in accordance with the Federation Safeguarding policy.**