

# Higham St John's C.E. Primary School



## Anti-Bullying Policy

### Introduction

Bullying is one of the key issues that children and young people are concerned about. It remains the main reason that they contact ChildLine each year and is the principal issue about which children and young people contact the Office of the Children's Commissioner.

Bullying causes harm to those who bully, those who are bullied and those who watch. Being bullied undermines self esteem and confidence, sometimes with devastating consequences. It can result in long-term psychological harm and, in extreme cases, self-harm and suicide. It undermines the ability to concentrate and learn and can impact on a child or young person's chances of achieving their full potential at school and in later life. Local authorities therefore have a crucial role to play in helping schools and services to prevent bullying, respond immediately and effectively to incidents and provide longer-term support for both the person being bullied, to rebuild their confidence and self-esteem, as well as the person who is bullying, to change their behaviour and address any underlying emotional issues.

Via the Directorate for Children and Young People and the establishment of an Anti-Bullying Steering Group, Lancashire County Council has recognised all of the above and, in-line with the Every Child Matters agenda and Section 10 2004 Children Act, consulted with children and young people, professionals, parents and carers from across a range of services in order to develop a coherent and effective county-wide anti-bullying strategy.

Our policy provides a definition of bullying behaviour to which everyone can and should work. It makes clear to all what can be expected of the Directorate and what is required of all adults who are engaged in working with, caring for and supporting Lancashire's children and young people.

### Underpinning Values and Principles

The Directorate's Anti-Bullying Steering Group has agreed on a series of underpinning principles and objectives which, in our school setting, we strive towards:

#### Principles

- The welfare of Lancashire's children and young people is the paramount consideration at all times and Lancashire adopts a zero tolerance approach to bullying behaviour
- There needs to be a shared and consistent approach to anti-bullying across the Local Authority.
- We will engage with children and young people and partners throughout the process of developing, implementing and reviewing the effectiveness of the Lancashire strategy
- All services are committed to listening to and providing practical support to children who are involved in bullying incidents and to actively find means of enabling all children to communicate need

- Within all organisations and services there must exist clear lines of responsibility and accountability
- Staff will receive appropriate training, support and supervision
- We will strive to continue to improve the quality of our anti-bullying work and the speed of our response.

### **Objectives (from LCC guidelines, which we follow in our setting)**

We will:

- contribute to reducing the risk of children and young people becoming victims of crime and anti social behaviour in and out of school including bullying and intimidation
- continue to contribute to improving the emotional health and well being of children and young people in Lancashire
- promote a shared understanding of bullying behaviour and raise awareness amongst staff, parents, carers and communities
- provide a secure and robust framework for both managing incidents and preventing incidents of bullying behaviour in all settings
- monitor, evaluate and report on the nature and extent of bullying activity in all of those settings for which we have responsibility
- establish effective partnerships to work towards reducing bullying behaviour
- further develop training and associated awareness raising materials which will better equip staff, volunteers, parents, carers, children and young people with the skills and knowledge they need
- contribute to a reduction in bullying behaviour, which will result in children and young people feeling more safe and secure

### **Defining Bullying Behaviour**

Bullying usually falls into two categories:

- i) emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyber bullying and
- ii) physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

It is also important to acknowledge that bullying behaviour can and does occur anywhere and everywhere; in schools, other settings, within the home and the community.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

### **Scope of this Policy Framework**

There will be some circumstances under which adults come to learn about or suspect bullying behaviour where they have particularly clearly defined roles and responsibilities, some of

which may be statutory i.e. in a school, children's residential unit, foster care. However, there will also be circumstances under which information or concerns emerge around bullying behaviour where roles and responsibilities are perhaps less clearly defined i.e. outside school, in the community.

Lancashire County Council is clear that all adults who work with or come into contact with children and young people across the Local Authority have a responsibility to act reasonably and carefully at all times and to take appropriate, proportionate action wherever bullying behaviour, either known or suspected, comes to their attention. As a matter of course it is expected that all adults will ensure that they do what is reasonable in the circumstances to safeguard and promote the welfare of Lancashire's children and young people. To do nothing is unacceptable.

### **Links with Other Policies and Procedures**

Particularly in light of the previous section, it is imperative that issues, roles, responsibilities and systems for dealing with anti-bullying are considered from organisational, service and individual perspectives. To this end, in developing an effective anti-bullying policy, services will need to consider how this document sits alongside strategic LCC policies and procedures and other 'internal' policies and procedures which may already exist and work well. For example:

- LSCB Safeguarding Children Procedures ([www.lancashire.gov.uk/safeguardingchildrenboard/](http://www.lancashire.gov.uk/safeguardingchildrenboard/))
- Service plans
- Complaints
- Handling allegations against staff
- Handling racist / homophobic incidents
- Care / control and behaviour management
- ICT acceptable use and mobile phone policies
- Serious incident and other record-keeping / reporting policies
- Communication with parents
- Key / direct work with children and young people
- Children Looked After procedures
- Fostering Procedures
- Lancashire CAF operational guidance

## Anti-Bullying Policy

### 1 What kind of Service/Setting are we?

Our school community aims to provide an education that develops children to their full potential within a safe, happy and creative environment. We aim to maintain a Christian ethos, encouraging curiosity and lifelong enthusiasm for learning, whilst fostering mutual respect for people of other faiths and cultures.

Higham St. John's is a small rural Church of England school with a roll of 142 children, 14% of which are from other ethnic minority groups. As a school we have a clear policy for identifying and dealing with any isolated incidents of bullying.

Other related policies which sit alongside are Race Equality, Child Protection, ICT, Behaviour, Inclusion of Special Educational Needs and Disabilities. In addition to this, the LCC Anti Bullying (TABS) procedure file is followed. These documents are available from the school office.

### 2 Values and Principles

School adopts the principles stated in the DCSF anti bullying charter in Section 2 Ethos P.22 of the LCC TABS document.

In addition to our Mission Statement, we adopt the following values in our school:

- Pupils will be in a safe, caring environment.
- All types of bullying behaviour are unacceptable and will be challenged.
- Reports of bullying behaviour will be taken seriously, acted upon and recorded.
- Pupils will be listened to, will know it is OK to tell, who to tell and how to tell.
- There will be a clear and swift response to any reported bullying behaviour.
- Parents and carers will be informed of incidents, as appropriate, listened to and kept informed of how their concerns are being dealt with.

Our value statement is displayed in the newsletter, in the foyer and will be included in the next review of the School Prospectus and annually thereafter.

### 3 Aims and objectives of the policy

- The welfare of our children is of paramount consideration at all times and we adopt a zero tolerance approach to bullying behaviour
- We have a shared and consistent approach to anti-bullying within school.
- We will engage with children, parents and carers throughout the process of developing, implementing and reviewing the effectiveness of our strategies.
- As a school we are committed to listening to and providing practical support to children who are involved in bullying incidents and to actively find means of enabling all children to communicate need
- At school there are clear lines of responsibility and accountability
- Staff will receive appropriate training, support and supervision
- We will strive to continue to improve the quality of our anti-bullying work and the speed of our response.

#### Objectives

We will:

- contribute to reducing the risk of children and young people becoming victims of crime and anti social behaviour in and out of school including bullying and intimidation
- continue to contribute to improving the emotional health and well being of children and young people in school

- promote a shared understanding of bullying behaviour and raise awareness amongst staff, parents, carers and our community
- provide a secure and robust framework for both managing incidents and preventing incidents of bullying behaviour in our setting
- monitor, evaluate and report on the nature and extent of bullying activity in all of those settings for which we have responsibility
- establish effective partnerships to work towards reducing bullying behaviour
- further develop training and associated awareness raising materials which will better equip staff, volunteers, parents, carers, children and young people with the skills and knowledge they need
- contribute to a reduction in bullying behaviour, which will result in children and young people feeling more safe and secure

**Consultation has taken place, in partnership with children, parents and carers in the creation of the original policy. Updated documents are made available for parents/carers on the school website ([www.highamstjohns.com](http://www.highamstjohns.com)) and children are made aware of the changes within PSHCE related activities.**

#### **4. Definition of Bullying Behaviour (including racist, sexist and homophobic, disability and special educational needs)**

In line with other services within the CYP Directorate we have agreed to adopt the following definition of bullying behaviour:

Bullying falls into two categories:

- i) emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyber bullying and
- ii) physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

- It is persistent and wilful.
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

It is also important to acknowledge that bullying behaviour can and does occur anywhere and everywhere; in schools, within the home and the community.

#### **5. To whom this policy applies.**

**All adults have a responsibility to act under the duty of care.**

Our policy applies to our children and all stakeholders working in school:

- child to child, adult to child, child to adult and adult to adult bullying behaviour

#### **6 Responding to Bullying Behaviour:**

##### **(a) Procedures for reporting bullying behaviour**

We have clear expectations as to how bullying behaviour should be reported within our setting:

- If children have a concern, they should be encouraged to speak to an adult in the first instance and know it is OK to tell
- Should staff have any concerns or worries for themselves or others, they should speak to the DSP or back up DSP
- If staff have a concern regarding bullying behaviour, they should speak to the DSP

(Headteacher) or backup DSP (Deputy Head)

- Any other adult within our setting e.g. regular visitor/other professionals should report bullying behaviour to the DSP or back up
- Parents should report bullying behaviour(as applicable) to the DSP or back up

### **(b) Procedures for dealing with incidents including follow-up**

Procedures for staff to follow after a disclosure or report of bullying behaviour include:

- staff would report to the DSP (essential if the incident could be deemed to be a serious bullying incident)
- staff /DSP would meet with the children involved
- parents would be notified and invited into school to discuss the incident with the staff involved

Staff would use their professional judgement to ascertain the seriousness of the bullying incident

Following an incident:

- clear line management and communication procedures to all stakeholders must be implemented
- follow up discussions with all parties involved will be implemented in order to monitor the effectiveness of the systems in place

### **(c) Procedures for recording bullying behaviour.**

In the event of a serious incident, the following action will be taken:

- An entry will be made in the Serious Incident Book by the member of staff concerned and countersigned by the DSP or back up DSP and appropriate action taken immediately (see above)

### **(d) Procedures for dealing with complaints**

In the event of a complaint made to the DSP, the appropriate members of staff would be consulted and the matter investigated with the children concerned. After appropriate action has been taken, the complainee would be notified of the procedures put into place. Monitoring and follow up procedures would be implemented.

### **(e) Support for children and young people, parents, staff during and *immediately* after incidents**

Support will be offered to the child, parents and staff during and after incidents of bullying. (This may include, where appropriate, support from other agencies, e.g. LEIS. In addition to this, support for the perpetrator to change their behaviour (after the incident has been dealt with) will also be included.

### **(f) Range of Actions that may be applied**

Each incident will be dealt with on an individual basis and a range of appropriate actions will be considered, ranging from Chill out Time, loss of playtime, discussion with Peer Mentors and apology letters.

## **7. Intervention Strategies.**

At school we use a range of intervention strategies after any bullying situation or disclosure, or in complex cases. The interventions may include for example:

- other professionals working with the young people involved
- behaviour modification
- peer support

## **8. Preventative Measures**

At school we employ a range of measures to actively prevent bullying behaviour eg.

- Providing a safe and secure environment
- Operating an open door and “OK to Tell” policy
- Offering mentoring, counselling and peer support
- Strong ethos
- Appropriate continuing professional development (CPD) for adults

## **9. Implementation of the Policy.**

It is the responsibility of everyone working in school to ensure that the policy is carried out. The Headteacher has overall responsibility and will report to Governors and other relevant stakeholders of any reviews undertaken.

An up to date copy of the Policy and Procedures will be made available to all stakeholders and stored in the office.

## **10. Monitoring the anti-bullying policy process.**

Areas of responsibility:

The designated senior person has overall responsibility for monitoring the number and types of bullying incidents which are reported to Governors annually. The DSP will also monitor and check that recording and reporting procedures are being applied consistently

## **11. Evaluating the Policy.**

The policy will be reviewed bi-annually and feedback provided to the Governing body to measure the effectiveness of the policy.

### **Cyber bullying**

#### **What is cyber bullying?**

Cyber bullying is the use of ICT, particularly mobile phones and the internet, deliberately to upset someone else.

This may consist of:

- threats
- harassment
- embarrassment
- humiliation, defamation and impersonation

#### **What does it involve?**

This may take the form of general insults, prejudice based bullying, homophobic, sexist or racist, in addition to other forms of discrimination.

As a school we are aware of the potential for incidents of cyber bullying involving: email, VLE (Moodle), chatrooms, websites, social networking sites, mobile phones, digital cameras, games and virtual world sites

#### **Features of cyber bullying:**

- cyber bullying can take place in any location, 24/7
- audience can be large and reached rapidly
- difficulty in controlling electronically circulated messages means the scale and scope can be greater than other forms of bullying

#### **Prevention strategies**

At school, prevention activities are key to ensuring the whole school community clearly

understands the serious consequences of cyber bullying, including sanctions. In our school, all staff have a duty of care to inform and supervise children working on any ICT related activity and advise them about home use. These strategies include:

- school internet provider (LCC) operates a filtering system (Smartfilter) that restricts access to inappropriate materials
- poster and advice information displayed in ICT suite
- e-safety awareness session led by LCC teacher advisor for parents (to highlight safe internet use at home)
- responsible use contracts to be signed by pupils and parents
- permission sought from parents for use of pupil images on website, Moodle, newspapers, school brochure and for video recordings
- parents not allowed to take personal photos or videos at school events
- pupil mobile phones or personal cameras are not allowed in school or on school related activities
- individual pupil and staff logins on school computer equipment
- staff monitoring of internet use in school and monitoring of Moodle activity at home
- safe working practise documents distributed to all members of staff
- e-safety lessons/assemblies conducted for all KS2 pupils
- staff meeting discussions regarding appropriate use of internet/mobile phone and social networking sites
- staff and governors made aware of Safe to Learn Cyber bullying guidance found at [www.digizen.org/cyberbullying](http://www.digizen.org/cyberbullying) and also at [www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying)
- staff professional development opportunities
- provision for staff to report any concerns to SM team

### **Protection for school employees**

Whilst employees are private individuals, they also have professional reputations and careers to maintain. Employees are required not to do anything to endanger the health and safety of their colleagues and others.

Employees should take the following steps to protect themselves and their personal information by:

- keeping passwords secret and protecting access to their accounts(including social networking sites)
- stringent staff induction procedures
- not friending pupils on personal social networking services
- keeping personal phone numbers private and not using their own mobiles to contact pupils or parents
- not posting information about themselves publicly that they wouldn't want employers, colleagues, pupils or parents to see
- use search engines to check images and text associated with your name or school
- not personally retaliating to any incident

- keeping evidence of any incident

Further information can be found at: [www.digizen.org/socialnetworking](http://www.digizen.org/socialnetworking) and (Cyberbullying - supporting school staff [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications))

### **Reporting**

All incidents should be reported to ICT Coordinator in the first instance who will liaise with the SLT team regarding further action. School will respond to any incident in a timely and appropriate manner, to support the person concerned and third party agencies will be contacted if further advice or support is required.

Where the bully is a member of the school community, the school will make an informed evaluation, in consultation with Chair of Governors and the police or Local Authority Designated Officer will be contacted.

### **Sanctions**

Any child found to be in breach of safe internet use guidelines will be prevented from further use of equipment in school time and parents will be informed of the action taken.

In the event of staff breach of guidelines, the matter will be dealt with by the Headteacher and disciplinary procedures started, as appropriate. (Governing Body Disciplinary Committee)

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

Review Date: October 2015. Next Review: October 2018