

Anti- bullying Policy for ****

Date of approval and adoption: _____

Date for next review: _____
(no more than 2 years from first date – more frequently when needs arise. A new date for review needs to be set at each review)

Signed by:
Pastoral Co-ordinator (signature): _____

Headteacher (signature): _____

Governor with lead responsibility for pastoral care (signature): _____

(The colours on this first page explain how to use the colour-coded text in the document)

Schools have to develop their own anti-bullying policies, in consultation with staff, pupils, parents and governors.

The policy (blue) is adapted from Lincolnshire County Council's anti-bullying strategy 2010. It is a basic outline of what an anti-bullying policy should contain. You will **need** to add detail about your school procedures and NOT just use it as it is. The DfE recommends that you use the principles set out in 'Bullying – A Charter for Action' to help you write your policy.

The areas marked in red throughout this document should be amended to reflect your specific situation.

The following sections may be an appendix to your Anti-bullying policy:

The writing in green is a really good description of what the different types of bullying may be, Included in this is cyber bullying and bullying related to sexual orientation. This could be included in your policy to make clear to all what we mean by 'bullying'. This section may need to be edited according to the type of organisation that you are (pages 7-8).

The Anti-bullying Information Sheet for Pupils gives them practical support on how to cope with bullying. This can be given to all pupils, be part of their homework diary and displayed around your school. Add graphics as suits your school and amend as necessary.

The Anti-bullying information sheet for parents will keep them informed and updated and is a user friendly way not to baffle them with lots of information. It clearly states what they should do as parents and what support the school will give. This can be amended and adapted as appropriate to your school. Whilst informing parents of what to do if their child is being bullied, you may also like to remind them of the correct complaints procedure, a possible letter from your chair of governors is included.

There is also a satisfaction survey to parents, to comment on how well you have dealt with bullying issues their child has experienced, this will help to review and assess your policy.

Pages 16-19 help the school to examine possible ways to promote anti-bullying messages within their curriculum. It outlines the anti-bullying objectives within each year groups, so the school can ensure progression.

On pages 20 and 21 there is a list of possible agencies, which could help support families and children if they are being bullied.

Anti Bullying Model Policy

Statement of intent

At ***** we aim to provide a safe, caring and friendly environment for all our children and young people to allow them opportunities to learn effectively, improve life chances and help them maximise their potential.

We will strive to ensure children and young people feel safe, including understanding the issues relating to safety, such as bullying and that they feel confident to seek support should they feel unsafe.

Aims

- It should be made clear that bullying behaviour is not acceptable
- Preventative measures must form part of overall anti bullying strategy
- All *staff* will have read this policy and therefore have an understanding of what bullying is
- All *staff* will know about and follow this policy
- All our children and young people and their parents should be aware of what to do if bullying occurs
- There should be no “hierarchy” of bullying – all forms of bullying should be taken equally seriously.

Objectives

Preventing bullying

The most effective way of preventing bullying is to create effective environments in which:

- the contribution of all children and young people are valued
- all children and young people can feel secure and are able to contribute appropriately
- stereotypical views are always challenged, and children and young people learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- children and young people learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- children and young people are supported to develop their social and emotional skills

What is Bullying?

The Lincolnshire Children's Services Anti Bullying Strategy defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally

Bullying can take place between individuals or groups; face to face, indirectly or using a range of cyber bullying methods, the recognised categories are:

- **DIRECT PHYSICAL BULLYING:**
Hitting, kicking, pushing, taking or hiding/damaging belongings including money
- **DIRECT VERBAL BULLYING:**
Name calling, teasing, insulting, using verbal threats
- **INDIRECT BULLYING:**
Looks, social exclusion, spreading rumours, gossiping, and graffiti

Cyber bullying is a more recent problem that has come about through the increased use of mobile phones and the Internet. It can be an extension of face to face bullying, with technology providing the person who bullies with another route to harass their target. However it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; and the perceived anonymity. It may also involve the misuse of associated technology such as cameras and video facilities.

Cyber Bullying can be defined as:

The use of Information and Communication Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone

Why are children bullied?

Children and Young People are bullied for a variety of reasons; vulnerable groups are particularly at risk of bullying.

Specific types of bullying include bullying related to:

- Race, religion or culture.
- Special Educational Needs (SEN) or disabilities.
- Appearance or health conditions.
- Sexual orientation.

- Young carers or looked-after children or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.

Further information about specific types of bullying is available on page 7-8

Signs, Symptoms & Effects

Children and young people who are being bullied may show changes in behaviour, such as:

- Becoming shy and nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults

All *staff* must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Effects can be

- Changes in work patterns
- Lacking concentration
- General unexplained behaviour.

Reporting

Clear and well publicised systems for reporting bullying are in place for all, this includes those who are the target of bullying or who have witnessed bullying behaviour (bystanders).

Outline the systems for reporting for:

- *Children and young people*
- *Parents / carers*
- *All staff and visitors*
- *Bystanders*

Responding

The following steps may be taken when dealing with incidents (example):

- If bullying is suspected or reported, the incident should be dealt with immediately where appropriate by the member of staff who has been approached
- A clear account of the incident must be recorded
- *Tutors/group leaders* will be kept informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- The Police should be notified if appropriate

Children and young people who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice who listens and takes the situation seriously
- Reassuring the child / young person
- Offering continuous tailored support as appropriate
- Restoring self-esteem and confidence.

Children and young people who have displayed bullying behaviour will be helped by:

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing and their need to change and identify available support
- Informing and supporting parents or carers to help change the child or young persons attitude
- Maintaining ongoing communication with parents or carers

When all other responses have been exhausted the following disciplinary steps can be taken:

- Official warnings to cease offending
- Withdrawal of privileges
- Detention
- Exclusion from certain areas of premises
- Internal exclusion
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion
- Police involvement

Evaluation

The policy should be reviewed annually to assess the effectiveness of its implementation through discussion with all stakeholders. The policy will be promoted and implemented throughout the year.

DRAFT

Further information about specific types of bullying

Bullying related to race, religion or culture

Some surveys and focus groups have found that a high proportion of bullied children and young people have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

Where children and young people with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The child or young person may not want to report bullying if it means 'coming out' to teachers, parents or their peers before they are ready to. Children and young people can also be targeted due to family members identifying as lesbian or gay.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide

care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subjects of bullying by association.

Sexist, sexual and transphobic bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Children and Young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can be targeted by bullies; this can be confused with homophobia in some cases. Children and young people can also be targeted due to family members identifying as transgender.

Cyber bullying

Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyber bullying. Prolonged campaigns of harassment can occur. There is some evidence of a strong transition in cyber bullying: those who have been bullied can go on to do the bullying themselves.

Anti-bullying information sheet for pupils:

Is it bullying?

It is if you feel hurt because individuals or groups are:

- calling you names
- threatening you
- pressuring you to give someone money or possessions
- hitting you
- damaging your possessions
- spreading rumours about you or your family
- using text, email or web space to write or say hurtful things (cyberbullying).

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

We do not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied.

What should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- try to stay calm and look as confident as you can
- be firm and clear — look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell a friend.

If you have been bullied:

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened.
- When you are talking to an adult about bullying be clear about:

What has happened to you, how often it has happened, who was involved, who saw what was happening, where it happened, what you have done about it already.

If you find it difficult to talk to anyone at school or at home, ring ChildLine on **freephone 0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the **textphone 0800 400 222**. You can also write to Freepost 1111, London N1 0BR. The phone-call and letter are free.

DRAFT

Anti-bullying information sheet for parents

Is it bullying?

It is if individuals or groups are:

- calling your child names
- threatening him/her
- pressuring your child to give someone money or possessions
- hitting your child
- damaging your child's possessions
- spreading rumours about your child or your family
- using text, email or web space to write or say hurtful things about your child (cyberbullying).

It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

What should you do if your child is being bullied?

- Talk to school staff about the bullying. At **** your first contact point to report concerns about bullying is (class teacher/form teacher). They are best contacted on ****
- It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened; give dates, places and names of other pupils involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child.
- Stay in touch with the school. Let them know if things improve as well as if problems continue.

What will **** school do?

**** School does not tolerate bullying. This is what we do about bullying:

- work to make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied
- take actions to ensure that the person doing the bullying learns not to harm others.

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- check with the school anti-bullying policy to see if agreed procedures are being followed
- discuss your concerns with other parents
- make an appointment to discuss the matter with the Headteacher and keep a record of the meeting
- if this does not help, write to the chair of governors explaining your concerns and what you would like to see happening.

If you need further support and information at any stage or the problem remains unresolved, ring the helpline at Parentline Plus **0808 800 2222** or contact other local and national support groups.

Model letter to parent informing them of their school's complaints procedure

Dear parents,

Compliments and complaints

We strive to be a school where you are more than satisfied with what we do to support your child, especially in difficult situations. When you think we do this particularly well, please let us know. Staff work hard for the pupils and we all want to recognise that.

But sometimes things may not go well. For example, you may feel that your child is being bullied and are not happy that the right things have been done to address this. We hope that good communication would solve such a problem. Our aim is that by careful listening, constructive discussion and sensible actions we can work together to solve problems, and so improve our school systems further. But if the problem persists you may wish to make a complaint.

When should I complain?

If you believe that something is seriously wrong then make a complaint. We will investigate it and base what we do on the governing body's agreed policy.

Whom do I contact?

That depends on the particular situation. Often your child's class teacher or form tutor will be able to deal with the matter. More serious problems might require the intervention of a senior member of staff or the headteacher. Most problems can be solved in this way. A complaint about the conduct of the headteacher should go to the chair of governors, addressed to the clerk to the governors at the school address.

What if the matter is still unresolved?

You should write to the headteacher, in the first instance, if you are dissatisfied with the handling of a complaint. The headteacher will investigate the matter and may invite you to a meeting to talk about it. The school may arrange for a suitable mediator to be present.

After trying all other avenues, you may decide to make a formal complaint to the governing body by sending a letter to the clerk to the governors at the school address. The governors will investigate and may invite you to meet them to discuss your concerns.

If you are still dissatisfied, after an investigation by the governing body, you may appeal to the LA. In cases where you believe that the school has acted unlawfully or unreasonably, or failed to fulfil a statutory duty, you can take your complaint to the Secretary of State for Children, Schools and Families.

If you want further information or support I recommend Parentline Plus to you as a source of information and advice (telephone: 0808 800 2222).

All this looks very formal, but very few problems have to go through such steps because we work hard to understand and resolve problems as quickly as possible. In this way pupils of the school get the best possible chance to succeed in their learning.

Yours sincerely,

Chair of Governors

Satisfaction survey for parents

This could be sent to parents two months after a bullying enquiry has taken place at the school to test out satisfaction with school systems. It should not be used if there is an ongoing complaints procedure.

***** school

Dear Parent/Carer,

Two months ago your child was the subject of bullying behaviour. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask for, and you give, your specific permission.

How easy was it for your child/you to report the bullying? (circle one)

1 2 3 4 5

(1: not easy)

(5: very easy)

Comment if we could improve:

How satisfied are you with what we did to make your child feel safe? (circle one)

1 2 3 4 5

(1: not satisfied)

(5: very satisfied)

Comment if we could improve:

How satisfied are you with the support your child has had since the bullying incident from the school? (circle one)

1 2 3 4 5

(1: not satisfied)

(5: very satisfied)

Comment if we could improve:

Overall how satisfied are you with the way in which ***** school deals with bullying incidents? (Circle one)

1 2 3 4 5

(1: not satisfied) (5: very satisfied)

Comment if we could improve:

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying, and make ***** school one where pupils and parents are confident that we are honest about problems which happen, confident that we do not tolerate bullying behaviour and confident that our systems support children.

Yours sincerely,

Headteacher

Opportunities to promote anti-bullying messages through the curriculum

The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes. So when reviewing the curriculum for anti-bullying work schools will find it useful to review:

- the school-curriculum policy and the responsibilities of all curriculum team leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area
- the contribution to anti-bullying work in specific curriculum areas such as personal, social and health education (PSHE), citizenship and in the social and emotional aspects of learning (SEAL) programme
- how assemblies, class time and tutorial time are, and can be, used as teaching opportunities for anti-bullying principles and practice
- how transition is planned and delivered:
 - at planned times (e.g. for Years 6 and 7 pupils)
 - for individuals arriving at other times in the school year
 - for individuals needing specific support.

Personal, social and health education (PSHE)

PSHE provides school staff with a clear opportunity to work on bullying. Within the National Curriculum for PSHE pupils should be taught:

Key Stage 1: that there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying.

Key Stage 2: the consequences of anti-social and aggressive behaviours, such as

bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying, and aggressive behaviours; how to respond to bullying and ask for help.

Key Stage 3: the effects of all types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively.

Key Stage 4: to challenge offending behaviour, bullying, racism and discrimination assertively; to take the initiative in giving and receiving support.

Citizenship

There are topics within the citizenship curriculum, which are useful vehicles for teaching about issues related to the anti-bullying work of the school. The QCA has developed relevant schemes of work for citizenship, which teachers can use to explore issues relating to bullying. For example:

Key Stages 1 and 2:

Unit 05: Living in a diverse world

Unit 06: Developing our school grounds

Unit 07: Children's rights — human rights
Unit 08: How do rules and laws affect me?

Key Stage 3:

Unit 03: Human rights
Unit 07: Local democracy
Unit 13: How do we deal with conflict?
Unit 14: Developing skills of democratic participation
Unit 15: Crime— and safety-awareness — a whole-school multi-agency approach
Unit 16: Celebrating human rights — citizenship activities for the whole school

Key Stage 4:

Unit 01: Human rights
Unit 03: Challenging racism and discrimination

Social and emotional aspects of learning (SEAL)

The SEAL materials help schools to develop social and emotional skills, which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. SEAL was initially developed for primary schools, and a programme for secondary schools has been piloted and will be rolled-out nationally starting in September 2007. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills.

The Primary SEAL resource provides a whole-school and whole-curriculum framework, and is organised into seven themes:

- New beginnings.
- Getting on and falling out.
- Going for goals.
- Good to be me.
- Relationships.
- Changes.
- Say no to bullying.

Each theme is relevant to reducing bullying. The theme 'Say no to bullying' provides an explicit focus on bullying and is a useful resource for **Anti-Bullying Week**. The SEAL learning objectives related to anti-bullying are:

Foundation stage

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being

bullied.

- I know what to do if I am bullied.

Years 1 and 2

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Years 3 and 4

- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I know how it might feel to be a witness to, and a target of, bullying.
- I can tell you why witnesses sometimes join in with bullying or don't tell.
- I can tell you some ways of helping to make someone who is being bullied feel better.
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
- I can problem-solve a bullying situation with others.

Years 5 and 6

- I understand how rumour-spreading and name-calling can be bullying behaviours.
- I can explain the difference between direct and indirect types of bullying.
- I can explain some of the ways in which one person (or group of people) can have power over another.
- I know some of the reasons why people use bullying behaviours.
- I know some ways to encourage children who use bullying behaviours

to make other choices.

- I can tell you a range of strategies, which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.

DRAFT

Organisations that can offer support

The DfE does not necessarily endorse all the views expressed by these organisations.

11 Million (Office of the Children's Commissioner)

Looks after the interests, and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy and holding organisations to account.
Telephone: 0844 8009113

Act Against Bullying

A national charity which highlights new forms of bullying, particularly

bullying through social exclusion.
Telephone: 0845 230 2560

Actionwork

A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.
Telephone: 01934 815163

Advisory Centre for Education

Advice line for parents on all procedural matters concerning schools.
Telephone: 0808 800 5793

Anti-Bullying Alliance (ABA)

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
Telephone: 020 7843 1901

Beatbullying: CyberMentors

This is a unique programme to tackle cyberbullying. Cyber Mentors are an army of young people who help, assist and support their peers in an online virtual community, as well as on mobiles, helping to safeguard themselves and act as mentors and guides to young people they meet online when chatting, surfing and just generally having fun.

Bully Free Zone

Provides a peer-mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.
Telephone: 01204 454958

Bullying Online

Provides an email advice service for children and young people, as well as online help and information for schools and pupils.

ChildLine

Offers a free 24-hour helpline and counselling service for children in distress or danger.
Telephone: 0800 1111

Educational Action Challenging Homophobia (EACH)

Established to challenge homophobia in education.
Telephone: 0808 1000143

Kidscape

Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.
Telephone: 020 7730 3300

Miss Dorothy.com

Provides a programme which offers an approach to learning about personal behaviour and safety for 4 to 11-year-olds.

Telephone: 0870 759 3388

National Autistic Society

Champions the rights and interests of all people with autism, and seeks to ensure that they and their families receive quality services appropriate to their needs.

Telephone: 0845 0704004

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. The society works with children and families, as well as influencing public policy and attitudes.

Telephone: 020 7825 2500 .

Parentline Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Telephone: 0808 800 2222

School's Out!

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education, and to raise the profile of LGBT people and issues.

Telephone: 01273 298299