



FERRYHILL SCHOOL

ANTI-BULLYING POLICY

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1. STATEMENT OF PRINCIPLE

Ferryhill School seeks to provide a safe, secure and positive environment in which young people can develop and grow.

Ferryhill School seeks to ensure that all adults:

- Actively listen to children and young people
- Act appropriately on information received

Ferryhill School is committed to developing an open, inclusive and positive culture in which children and young people can feel confident that all incidents of bullying are dealt with appropriately.

This policy applies to all staff, students, parent/carers and visitors working in school.

Ferryhill School's Anti-bullying policy is linked to;

- The Behaviour & Learning Policy
- Child Protection Policy
- Health and Safety Policy
- Confidentiality Policy
- Ferryhill Young Carers Charter as well as Every Child Matters and The Equality Act 2010

2. DEFINITION OF BULLYING

BULLYING IS;

- Where there is a deliberate intention to hurt or humiliate one person or a group of people by another person or group
- Where the relationship involves an imbalance of power
- It is usually persistent or systematic
- It can be physical, verbal or psychological
- It can happen face-to-face or through cyberspace.

3. NATURE OF BULLYING

Bullying is harmful to all involved and can cause high levels of distress, affecting confidence, self-esteem and well-being, behaviour and academic and social development. Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should be taken seriously and support offered. Bullying may be related to race, religion or culture, special education needs or disabilities, health conditions or appearance, sexual orientation, sexist or sexual bullying.

4. FORMS BULLYING MAY INCLUDE:

VERBAL –threatening or intimidating behaviour, name calling, put downs and sexual, racial or sectarian remarks.

PHYSICAL – kicking, punching, hitting, spitting, biting or tripping someone up, damaging belongings or schoolwork.

COERCION – Threats or forcing someone to do something they do not want to do, such as give up money or steal something.

EMOTIONAL – Rejection and isolating tactics, staring or threatening looks, playing on fears or sensitivities, remarks about physical appearance, taking friends away.

INDIRECT (CYBER BULLYING)– Lies and rumour spreading, talking behind a person’s back, using chat rooms or web pages to spread or invite hatred.

When bullying is driven by negative attitudes and prejudice shown towards a person or a group of people because they are different it needs to be appropriately tackled.

Prejudice-driven bullying can be related to negative views on:

- Race, religion or culture
- Special educational needs or disabilities
- Appearance or health conditions
- Sexuality and gender
- Perceived sexual orientation
- Any so called perceived ‘differences’

5. PREVENTION OF BULLYING

Ferryhill School’s core value is to create a culture of positive behaviour in which students treat one another and staff with respect because they have an awareness of how their behaviour affects others and because they know this is the right thing to do.

Schools in England have a legal duty to ensure the safety of all children and young people and to prevent all forms of bullying.

Headteachers also have powers to respond to bullying outside of school premises, and to search for and confiscate items that may have been used to bully or intimidate (The Education and Inspections Act 2006: The Education Act 2011).

This can be done by:

- Promoting respectful relationships and positive behaviour
- Promoting positive behaviour through behaviour policy
- Raising awareness on what constitutes bullying, the roles of those involved in bullying including bystanders and its impact on others

- Helping to develop the personal, social and emotional skills that help to protect pupils from bullying
- Addressing online safety with pupils, parent/carers and staff through education
- Providing supervision during break times and lunch times
- Recognising and celebrating equality and diversity
- Holding activities and events including Anti-bullying week that address bullying
- Encouraging and promoting an inclusive open culture where it is everyone's responsibility to speak out against bullying
- Encouraging young people to participate in the development of the Anti-bullying Service in School
- Recruiting and training Peer Mentors in restorative approach skills which they can use to support their peers with supervision from appropriate adults in School
- Recruiting Student Anti-Bullying Ambassadors who can raise awareness on current anti-bullying issues in school.

6. RESPONDING TO INCIDENTS OF BULLYING:

- If bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached.
- All those involved in the reported incident; victim, bully and any bystanders will be asked to give a statement of what happened
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- The Head of Year will interview those involved and will log the incident on CPOMS
- Punitive or restorative measures will be used as appropriate and in consultation with all parties concerned
- Parents will be kept involved
- The Anti-Bullying Coordinator will initiate an Agreement with the victim and bully and monitor at the request of the Executive Headteacher, Head of School or a Head of Year
- All of those involved in the incident will be offered support from the School Counsellor if they want it
- If necessary and appropriate, police will be consulted where criminal activity may have taken place

7. GUIDELINES FOR CHILDREN AND YOUNG PEOPLE

What can you do if you are being bullied?

- Firstly, you need to understand that it is not your fault. Whatever the person, or people bullying you have said, believe that you deserve better and seek help.
- Don't be embarrassed or ashamed about speaking out about bullying and asking for help. Talk to someone. Problems rarely get better by keeping them inside. If you can, talk to someone you trust - like your parent/carer or a teacher or friend, a Peer Mentor, anti-bullying ambassador, Peer Mediator, Counsellor, Youth Worker or School Nurse.
- Protect yourself - if you can, avoid situations where you are likely to be bullied. Never retaliate with violent actions such as hitting or punching - this can lead to you being seriously hurt or getting in trouble yourself. If the bullying is online, block or "unfriend" contacts that are being abusive. Make sure you have the highest privacy settings. If you are not sure how to do this then ask for help.

SOME DO'S AND DON'TS ARE:

- Do support and befriend the victims of bullying
- Do support friends when they are being bullied
- Do help others to have confidence to tell someone
- Do think of each other's feelings
- Do respect others
- Do be aware of what bullying is and look out for it
- Check out your School Anti-Bullying Policy
- Do report it, if you witness bullying
- Take positive action, get involved in influencing Anti-bullying in school, help to design posters and leaflets, join in with anti-bullying activities, support Peer Mentors or apply to be a Peer Mentor yourself, bring your anti-bullying ideas to the Student Leaders
- Don't ignore the problem and keep quiet about it
- Don't join in even if everyone else seems to
- Don't join in because you are frightened they might bully you
- Don't become a bully

If you are being bullied and you can't talk to anyone, remember you are not alone. You can contact several organisations such as:

Childline on www.childline.org.uk any time, night or day for support and advice.

Keep evidence of abusive messages, or online activity via screengrabs, or if you are hurt – keep evidence of doctor's visits, or photograph damaged possessions. Keep a diary of incidents so that a clear picture can be obtained when you report it.

(SEE APPENDIX E FOR CONTACT DETAILS OF ORGANISATIONS THAT CAN HELP.)

(SEE APPENDIX C FOR INFORMATION ON CYBER-BULLYING)

(SEE APPENDIX D FOR INFORMATION ON SOCIAL NETWORKING)

Bullying is where there is a deliberate intention to hurt or humiliate one person or a group of people by another person or group, where the relationship involves an imbalance of power. It is usually persistent or systematic. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

8. IF YOU SUSPECT YOUR CHILD IS BEING BULLIED:

- Talk to your child about what is happening. Be calm and show sensitivity.
- Show concern
- Reassure your child that he or she is not to blame
- Contact school and speak to the Tutor or Head of Year and if possible act with your child's agreement
- Don't encourage retaliation to bullying - such as violent actions. It's important for children to avoid hitting or punching an abusive peer
- Reacting that way has negative and unpredictable results- they may be hurt even further, and find that they are labelled as the problem
- Rather suggest that they walk away and seek help.
- Find out what your child wants to happen next. Help to identify the choices open to them; the potential next steps to take; and the skills they may have to help solve the problems
- Encourage your child to get involved in activities that build their confidence and esteem, and help them to form friendships outside of school (or wherever the bullying is taking place)
- Contact someone at Ferryhill School, in the first instance the young person's Tutor or Head of Year.
- Expect Ferryhill School staff to take you seriously and take appropriate action
- Maintain contact and work together with Ferryhill School staff
- Ask for an appointment with your child's Head of Year to discuss your concerns

9. WHAT TO DO IF YOU THINK YOUR CHILD OR YOUNG PERSON MAY BE BULLYING OTHERS:

- Make sure your child knows what bullying behaviour is and why it is wrong
- Make sure your child knows they can talk to you, or to another adult if they are worried about bullying
- Help your child to realise that no one has the right to pressure them into something they don't want to do - this includes bullying others
- Make sure they are not bullying others in retaliation for bullying they have suffered
- Talk to your child about information that is shared through social networking
- Make it clear that you do not tolerate the use of disrespectful and hurtful language and behaviour as a family
- Remember some young people bully others because of some difficulty in their own lives

10. SIGNS OF BULLYING

The child or young persons may include:

- Become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative
- Behave in immature ways, e.g. revert to thumb sucking or tantrums
- Have sleep or appetite problems
- Have difficulty concentrating.
- Variation in Academic performance.
- Request money or start stealing.
- Have clothes or possessions damaged or lost.
- Complain of illness more frequently.
- Be reluctant to attend school or request a change of school.
- Show less interest in the internet or mobile phone, or, become anxious when using internet or mobile phone

Some victims of bullying do not appear to reveal any outward signs. These signs can also be an indication of other problems and may not always be linked to bullying. Ferryhill School welcomes your views. If you would like more information please contact your child/young person's Tutor or Head of Year.

11. GUIDELINES FOR STAFF

Children and Young People have the right to be safe. All staff have a responsibility to keep them safe.

All staff should be aware of the need to raise students' awareness on issues around anti-bullying, equality and diversity.

Ferryhill School staff should:

- Actively listen to children and young people
- Act appropriately on information received
- Actively encourage positive behaviour
- Reward non-aggressive behaviour
- Provide support to victims of bullying
- Provide support to those alleged to be bullying
- Staff should identify any training requirements they have so that they can tackle incidents of bullying confidently
- Review arrangements for supervising young people
- Maintain supervision in "trouble spots" in and around school
- Encourage children and young people to take ownership and responsibility for making their environment safe by including them in the development of the Anti-bullying Service in school

12. IMMEDIATE ACTION FOR STAFF

The following actions are appropriate for use with both young people who are bullied and those who are involved in bullying.

- Ensure the immediate safety and well-being of young people
- Protect and support all parties while the issues are resolved
- Take the necessary steps to stop bullying
- Listen to and treat young people sympathetically and take their concerns seriously
- Encourage young people to discuss the incidents of bullying
- Involve young people in the discussion about what action will be taken
- Consider a range of strategies to ensure that bullying does not occur again
- Record incidents and actions being taken and bring them to the attention of the Tutor and Head of Year
- Inform parents and discuss the situation with them, maintaining contact
- Respond calmly and consistently

LISTEN, TAKE ACTION, RECORD AND FOLLOW UP

(See paragraph 5 and Appendix D for instructions on recording incidents of bullying)

13. REPORTING AND RECORDING INCIDENTS OF BULLYING

- Children and Young People can talk to anyone they trust, like a parent carer, tutor or a teacher, Anti-Bullying Coordinator, Peer Mentor or Anti-Bullying Ambassador, School Counsellor or Youth Worker.
- A Parent/ Carer is encouraged to contact school and speak to their child's Tutor or Head of Year.
- All students involved in an incident are to be asked to complete a statement without consulting with one another. The statements should be passed to the Learning Coordinator by the member of staff dealing with the incident
- Procedure regarding consequences of behaviour will be in accordance with the Behaviour Learning Policy
- The Head of Year will interview those involved and they will agree what course of action to take. Where the incident is a subsequent incident or where an "Agreement" and "Record Log" are to be used, the Head of Year will then update CPOMS.

12. SIMS

The member of staff who is told about the incident of bullying or who has observed bullying behaviour will enter the details of the bullying on CPOMS for the person being bullied and the bully.

The Anti-bullying Coordinator will keep a record of incidents that young people perceive to be bullying but, that upon investigation are unfounded. This will

enable the Coordinator to monitor any repeated incidents that could become a bullying incident. The Coordinator will discuss with the Head of Year and staff any need for strategies to be put in place to prevent future incidents taking place.

13. MONITORING AND EVALUATION OF ANTI-BULLYING POLICY

- A student survey will be carried out annually
- A staff survey will be carried out annually
- Anti-bullying policies will be reviewed and amended annually
- Parents will be asked their opinion in the school survey
- Anti-bullying Accreditation will be renewed annually
- The Executive Headteacher and Governors will receive an annual Anti-bullying Executive Report
- Data collected will be used to initiate whole school strategies.

14. ACKNOWLEDGEMENTS

Grateful thanks are extended to all those who were involved in the consultation for this policy and associated guidelines.

APPENDIX A

HOMOPHOBIC BULLYING

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

WHY SHOULD SCHOOLS DO ANYTHING ABOUT IT?

Schools have a legal duty to ensure homophobic bullying is dealt with in schools. Under the EAI Act 2006, Headteachers, with the advice and guidance of governors and assistance of staff, must identify and use measures to promote good behaviour, respect for others, and self-discipline among pupils and prevent all bullying, including homophobic. The Equality Act 2010 includes a Public Services duty which applies to schools.

FERRYHILL SCHOOL

- Has strategies in place and documented within the Anti-bullying policy to address presenting issues and adopts an environment where young people feel that they can talk honestly and openly about homophobic bullying
- Is aware that it may be the initial contact point for young people not only suffering homophobic bullying, but for those questioning their sexuality and as such may feel reluctant to seek or want parental involvement
- Encourages a positive, understanding and inclusive environment for all young people irrespective of their sexual orientation for those not conforming to rigid stereotypical gender roles
- Is developing an environment where homophobic language is not tolerated or used as a way of name calling
- Observes the Eden Learning Trust Bullying and Harassment Guidelines for staff

APPENDIX B

RACIST BULLYING

WHAT IS RACIST BULLYING?

“Racist bullying refers to a range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.”

While both should be vigorously addressed, we can distinguish between racist incidents and racist bullying. All racist incidents and racist bullying should be reported to the local authority.

Schools need to be at the heart of tolerant and diverse communities, racism and bullying should have no place.

Schools have a duty to promote race equality.

Racist bullying can escalate to hate crime.

Racist bullying can de-stabilise the neighbourhood.

KEY PRINCIPLES:

1. Acknowledge that racism exists in wider society and can lead to racist bullying in school.
2. Make young people aware of what racist bullying is and how it is dealt with.
3. Listen to children and young people.
4. Involve them in solutions.
5. Implement strategies for prevention and intervention.
6. Enlist parents to support the values the school/group/service upholds.

PREVENTION

Just as in all other types of bullying, we look at both prevention and intervening or responding, if and when incidents occur.

There are two main strands of prevention:

- **Collecting data** from anonymous surveys will reveal the true picture among Ferryhill School children and young people. Discussion, monitoring and review will help develop reflective practice including the perceptions and involvement of children and young people, parents and staff.
- **Develop an ethos of equality** – where difference is celebrated. Embed the work into the curriculum or the activities of your group or club.

WITHIN THE CURRICULUM – THERE ARE SIX MAIN THEMES:

1. Shared humanity, similarity, sameness and universality.
2. Difference and diversity: contrasting stories and interpretations.
3. Interdependence: borrowing, mingling and mutual influence
4. Excellence everywhere
5. Identity and belonging
6. Race, ethnicity and justice

Those responsible need to be clear that what they have done is wrong, within the framework of the school's behaviour policy and the sanctions for bullying in policy.

They also need to be helped to understand their own behaviour to facilitate change.

The wider group within the class/group/year may be drawn in to work to challenge stereotypes and prejudice.

CHECK:

- Is the victim safe? (Retaliation is a risk)
- Has the bully's behaviour changed?
- Has the group learned from this incident?
- Has prejudice been challenged?

BE AWARE –

- Are some ethnic groups more vulnerable in your area?
- Are some ethnic groups more prevalent among Ferryhill School children and young people with statements of need, or those in poverty?
- Are current affairs or the media fuelling hatreds and feuds?
- Are gangs operating in the area and setting groups against one another?

If you know about situations such as those described above – tackle them in school via assemblies, discussion groups, drama, film and curriculum as well as by inviting appropriate visitors to come in and talk to pupils.

RESPONDING TO INCIDENTS OF RACIST BULLYING

- Accept the pupil's account of an incident and confirm it was right for the pupil to report it
- Stress it is not the victim who is the cause of the bullying
- Witnesses are to be identified and incident statements taken
- The victim to be kept informed and appropriate support provided
- Records are to be kept of all contact with the victim
- Have an awareness of the Data Protection Act 1998 with the regard to the disclosure of information

SUGGESTED RESOURCES FOR SCHOOLS INCLUDE;

- Link to your local authority Community Cohesion agenda. "Think Again" written by expert Berenice Miles
- The **Equality and Human Rights Commission** has launched a report looking at the action taken by schools in England and Wales under the race, disability and gender equality duties. The research - *The Equality Duties and Schools* - which was carried out by Ipsos MORI, contains evidence from schools about the impact that the equality duties have had on improving pupil outcomes. A document containing twelve case studies accompanies the main report. The report is also accompanied by a policy paper - *The equality duties and schools: lessons for the future* - which makes recommendations for key organisations in the new policy landscape in education. The documents are available to download from the EHRC (Equality and Human Rights Commission)

APPENDIX C

CYBERBULLYING

WHAT DO WE MEAN BY CYBERBULLYING?

'Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.'

Bullying happens in the real world, face to face or behind someone's back.

It also happens in Cyberspace in chatrooms, social networking sites and via mobile phones, instant messaging or games consoles – any new technology for communication can be used both positively and negatively. However new communications technology seems to encourage people to do and say things they would not say face to face. It also has a potentially limitless audience. Cyberbullying is often carried on from bullying in school.

GUIDELINES TO KEEP YOU SAFE

Keep personal information private

Keep your personal information private when using social networking sites, protect your personal information from others. This not only includes the obvious information such as name, address, phone numbers and school name, but also less obvious details such as favourite hang-outs or references to friends, after-school clubs or social activities, all of which could form a comprehensive profile of who you are and where you go.

Privacy Settings

Use privacy features provided on the social networking sites using password protection, permitting access only to people you know in the real world.

Publication

Anything you upload is out of your control. The minute it is published online it can be viewed, copied, shared and manipulated within seconds in front of a worldwide audience. A good question to ask yourself is whether you would be happy for your parents/carers or a prospective employer to view their social networking profile. If the answer is no, they should seriously reconsider what they are uploading.

Respect for others

Young people should learn to respect the rights of others in the social networking world and not post any information which could compromise the identity or safety of others, and avoid being mean, rude or abusive to others in their online interactions.

Keep online friends online

Some young people have several hundred online friends. Learn to recognise that online friends are not real friends, and that they can never be really sure that they are who they say they are. You should never divulge personal or sensitive information that could allow them to be identified or that could be used

against them in the future. Be aware that 'friendly advice' from online friends could be used as a means of manipulation. As with other forms of online contact tool, when using social networking, young people should never arrange to meet anyone that they know only online.

PREVENTING AND RESPONDING TO CYBERBULLYING

- Don't encourage anyone to use the Internet to bully someone
- If you can't say something nice about someone in an email, IM, chat room, or anywhere else on the Internet, then don't say it at all
- Don't email or publish online any embarrassing photographs, videos, or audio recordings
- If you know that someone is being bullied online, tell someone
- Don't send emails or other online messages that threaten a person
- Don't send emails or other online messages that use foul or abusive language
- Don't send or post angry messages online
- Follow family rules about online behavior
- Follow school rules about online behavior
- If you receive a threatening or harassing message, tell someone, especially a teacher or parent
- If, you are being cyber bullied save the emails, texts or messages and pass them onto an adult you trust

APPENDIX D

SAFETY AND SOCIAL NETWORKING

All the main social networking sites have a safety centre where you can find out everything you need to know about enjoying that website safely. They also have privacy settings so that you can decide who sees what. Think carefully before using websites that don't have a safety centre or privacy settings - are they really safe to use?

FACEBOOK

<https://www.facebook.com/safety/>).

Click on the 'Report' link near the post, your timeline or page. If the person is someone you know at school and you want to tell a teacher what has happened, take screenshots of the messages to show them.

If you receive a nasty message from a Facebook friend, you can also click Report next to the sender's name and remove the person as a friend; reporting them will automatically add them to your blocked list. This means that they won't be able to post on your timeline or send you any messages. Remember, you can also block someone on Facebook through your privacy settings - click on the triangle at the top right of your screen in Facebook to access these.

TWITTER

Twitter is a great way of sharing messages with friends and family, finding out about events and news, and networking with other like-minded organisations or people. But remember, almost everything you write is public and can be viewed by people whether they're registered on Twitter or not. If you protect your account, you can control who sees your tweets.

TO BLOCK A TWITTER USER:

- Log in to your Twitter account.
- Go to the profile page of the person you wish to block
- Click the person icon on their profile page. This brings up a drop-down action menu. Select Block from the options listed. Twitter won't tell the user that you've blocked them.

ONCE YOU'VE BLOCKED SOMEONE, THEY WON'T BE ABLE TO:

- add your Twitter account to their lists
- have their @replies or mentions show in your mentions tab (although these tweets may still appear in search)
- follow you
- See your profile picture on their profile page or in their timeline.

(Information taken from www.beatbullying.org)

REMEMBER, YOU ARE NOT ALONE.

You should tell an adult you trust if you are being bullied. It may be your Parent/Carer, an Aunt or Uncle, Grandparent or in school you can tell your Tutor, Year Manager or the Anti-bullying Coordinator/Counsellor. If you are nervous remember you can ask an Anti-Bullying Ambassador to go with you.

**YOU CAN GET HELP FREE CONFIDENTIAL HELP AT
CHILDLINE ON 0800 1111 OR ONLINE @
WWW.CHILDLINE.ORG.UK.**

APPENDIX E

USEFUL CONTACT DETAILS

School

You can talk to:

- a teacher or member of staff you trust,
- your Tutor or Head of Year
- a Peer Mentor or Peer Mediator or your School Counsellor

Organisations

ChildLine - 0800 1111 ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day.

Whenever and wherever you need them, they'll be there. www.childline.org.uk

Kidscape – 0207 730 3300 for parents and children. www.kidscape.org.uk

NSPCC Child Protection helpline – 0800 056 0566 free 24-hour service which provides advice and information for anyone concerned about a child at risk. www.nspcc.org.uk

Parent line – 08088 002222 – a national helpline for anyone who is parenting a child who is in the need of guidance, information or emotional support.

Bullying Intervention Group – www.bullyinginterventiongroup.org.uk a website offering advice guidance and contact information for young people and parent/carers.

Cybermentors – www.cybermentors.org.uk CyberMentors is a safe social networking site providing information and support for young people affected by bullying.

EACH has a freephone action line for children experiencing homophobic bullying: **0808 1000 143**. It's open Monday to Friday 10am-5.00pm

CEOP: The Child Exploitation and Online Protection Centre (CEOP) maintains a website for children and young people, and parents and carers about staying safe online: [Think U Know](http://ThinkUknow) www.ceop.org.uk

