

# Foxmoor Primary School

## Anti-Bullying Policy 2019

At Foxmoor, we take bullying very seriously and endorse fully the following extract, which is taken from: the Department for Education (DfE) advice and guidance:

[Preventing and Tackling Bullying Advice for School Leaders \(July 2017\)](#)

*'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.'*

The school recognises that it has a 'duty of care' towards its pupils with regard to bullying in that during the school day the Headteacher and staff stand in loco parentis, in place of the parents. This duty of care includes protecting pupils from the harm of bullying.

### 1. a) The National and Legal Context

This policy takes full account of the school's legal obligations under the Education Inspections Act of 2006 to:

*promote the well-being of pupils in school;  
develop a policy which encourages good behaviour and respect for others and, in particular, prevent all forms of bullying amongst pupils;  
establish procedures for dealing with complaints about bullying.*

This policy links to the Every Child Matters Outcomes of Stay Safe, Be Healthy and Make a Positive Contribution. It also links with the National Healthy Schools Programme theme of Emotional Health and Wellbeing, Safeguarding children's procedures and the current DfE anti-bullying guidance:

[Cyberbullying Advice for School Leaders \(Nov 2014\)](#)

### 1. b) How this Policy was developed

The following people helped to develop this policy and guidance:

- the Head teacher;
- Teaching staff;
- Teaching Assistants;
- Midday Supervisors;
- ✚ Administration staff;
- ✚ Pupils;
- ✚ Governors;
- ✚ Parents.

## 2. a) What do we mean when we use the word 'Bullying'

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Bullying can be defined in a number of ways. The DCSF 'Safe to Learn', 2007, guidance defined bullying as:

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

Our school pupils defined bullying as:

*'Consistently treating another person, or group of people, in a way that makes them feel unhappy, frightened, worthless or hurt (inside or out)'*

## b) Bullying can be direct or indirect and includes:

**Verbal bullying** – name-calling, taunting, mocking, making offensive comments and teasing.

**Physical bullying** – kicking, hitting, punching, pushing and pinching.

**Emotional bullying** - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against one's own will and taking belongings or money belonging to others.

**Homophobic bullying** is based on sexuality: homophobia, biphobia, transphobia;

**Racist bullying** is based on religion or racial or ethnic origin.

**Disability bullying** is based on a person's disability.

**Sexual bullying** is inappropriate touching, sexual comments and intimidation..

**Cyber-bullying** – includes offensive text messaging e-mailing and sending degrading images by phone or the internet.

Widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 provides that, when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device, that is prohibited by the school rules, has been seized, and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, s/he must give the device to the police as soon as it is reasonably practicable. Offending material on the device must not be deleted prior to giving the device to the police. Please see the school policy [Screening, Searching and Confiscation](#)

**Low-level disruption** and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. We appreciate that children do tease and play physical games from time to time but early intervention to set clear expectations of the behaviour that is and isn't acceptable is necessary to help stop negative behaviours escalating.

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods. It can happen in isolation or quite often in the presence of others.

We (the members of the school community) recognise that people who are victims of bullying frequently, but not exclusively, are bullied as a result of seeming different from the group due to:

race, religion or culture;

special educational needs or disability;

appearance or health conditions;

sexual orientation: homophobia, biphobia or transphobia

gender;

home or social circumstances including Children in Care and young carers.

### **c) Inclusion**

Every member of the school community is entitled to expect equality of protection from bullying, as well as protection and support from school policies and procedures, which are designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has considered the six equality strands:

**REGARDS:** Race, Ethnicity, Gender, Age, Religion, Disability and Sexuality.

This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community, to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy and we have tried to incorporate the specific needs of particular groups, for example vulnerable children and adults, in this process.

### **Criminal law**

At its worst this can develop into 'Hate Crime'. Hate incidents are when someone is abusive, harasses a victim, makes threats or is violent towards her/him because of her/his identity: race, ethnicity, religion, .sexuality, gender, disability, skin colour.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they will seek assistance from the police. E.g. under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is: indecent or grossly offensive; a threat; or information which is false and known or believed to be false by the sender; is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

**Please note:** although children under the age of 11 are too young to be prosecuted these are **crimes** and are still recorded by the police.

### 3. **School Statement of Intent, with regard to Foxmoor's position on bullying**

This school believes that:

- ✚ bullying is undesirable and unacceptable;
- ✚ bullying is a problem to which solutions **can** be found;
- ✚ seeking help and openness are regarded as signs of strength not weakness;
- ✚ all members of the school community will be listened to and taken seriously;
- ✚ bullying prevents pupils achieving their full potential and affects standards of achievement and aspirations;
- ✚ everyone has the right to work and learn in an atmosphere that is free from fear;
- ✚ we all have a responsibility to ensure that we do not abuse or bully others;
- ✚ young people should be encouraged to seek support in school if they are worried about bullying, and have a right to expect that their concerns will be listened to and treated seriously;
- ✚ young people must be reassured that reporting an incident or concern about another child or group of children is a mature, kind action and that they will be listened to and their concerns will be taken seriously without repercussions;
- ✚ we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse;
- ✚ young people should be involved in decision making about matters that concern them.

### 4. **Aims of this Policy**

- ✚ To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- ✚ To make it clear that all forms of bullying are unacceptable at school.
- ✚ To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- ✚ To deal effectively with bullying.
- ✚ To support and protect victims of bullying and ensure they are listened to.
- ✚ To help and support bullies to change their attitudes as well as their behaviour, and understand why it needs to change.
- ✚ To liaise with pupils, parents and other appropriate members of the school community.
- ✚ To ensure all members of the school community feel responsible for combating bullying.
- ✚ To ensure consistency in practice within the school community.

## 5. **Intended Outcomes**

- ✚ That all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- ✚ That there are effective listening systems for pupils and staff within the school.
- ✚ That parents have a point of contact for the anti-bullying lead in school if they are concerned about their child.
- ✚ That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly.
- ✚ That no child educational opportunities and achievement is disadvantaged due to the experience of bullying.
- ✚ That the wider school community, for example midday supervisors, is involved in dealing effectively with, reporting, recording, monitoring and if necessary referring bullying incidents.
- ✚ That there is effective communication with parents and the wider school community on the subject of bullying through parents meetings and the weekly newsletters.
- ✚ That all incidents of bullying are recorded and appropriate use is made of the information and, where appropriate, shared with relevant organisations.

## 6. **Specific School Targets for 2017/2018:**

1. *To organise a meeting for parents/carers with a guest speaker from CEOPS.*
2. *To continue to encourage parents in the need to monitor the use of the internet, 'email', social networking sites and mobile phones being used by their children.*
3. *To alert parents to the misuse and effects of cyber-bullying.*
4. *With the help of the pupils, to set up an alert mechanism so that incidents of this type can be discovered quickly.*

## 7. **Recording of Incidents**

From September 2009 it is a legal requirement for schools to record all incidents of bullying. To meet this requirement we:

- ✚ keep a record of individual incidents of bullying;
- ✚ compile an annual record of bullying incidents and ensure that an analysis of the bullying record is undertaken by members of the senior leadership team and the Governing Body;

## 8. **Procedures and Dealing with Incidents – A Whole School Approach**

### **Role of pupils and staff in reporting and recording a bullying incident involving pupils**

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At this school we follow the school guide to reporting and dealing with bullying incidents.

(see [Appendix 1](#))

## 9. Sanctions

We follow the 'No Blame Approach' to encourage pupils to talk freely and openly about issues and incidents without fear of recrimination. This approach involves counselling both victim and perpetrator and requires a contract of behaviour and reparation from the latter.

Initially there is no further punishment; however a repeat of the behaviour initiates more punitive sanctions, including meetings with parents.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred and these are clearly documented in our behaviour policy. These sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases, this may lead to exclusion.

The DCSF Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Section 17, states:

*'In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour, which would include racist or homophobic bullying, the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil'.*

However, the school governors will examine the evidence to ensure that a wide range of strategies have been tried and failed to affect a positive change in the bullying behaviour of the particular pupil and the school in general. .

## 10. Strategies to Reduce Bullying

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

co-operative group work;

the 'No Blame Approach'

Year 6 monitoring;

buddy systems;

PSHE programme;

drama workshops;

restorative approaches;

Circle Time;

Wishes and Worries boxes;

friendship stops;

✚ social and emotional aspects of learning;

✚ training for all members of staff on anti-bullying policy and strategy.

## 11. Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the pupil may be experiencing;
- the pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff will seek consent from the pupil to do this. If appropriate, staff might inform the third party accompanied by the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality, pupils will be informed of national and local help lines, if appropriate, where confidentiality can be maintained.

*For further information please refer to our school's [Safeguarding Policy](#).*

## 12. Monitoring Arrangements

This policy will be evaluated and updated where necessary tri-annually by the whole school. The views of pupils, parents and staff will be used to make changes and improvements to the policy on an ongoing basis.

**NOTE:** *This may initially show a rise in bullying due to awareness being raised.*

The senior leadership team and governors will, on a tri-annual basis, analyse the school's anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.

**Policy Review:** March 2019

**Member of staff responsible:** R. Bridgewater

**Signed:** F Ingram and S.Freck

(Co- Chairs of Governors)

Date; March 2019  
Review date: March 2020

## Guidance for pupils

### If you are being bullied:

- ✓ remember it is not your fault;
- ✓ try to stay calm and look as confident as you can;
- ✓ be firm and clear, look the bully in the eye and, if possible, tell them to stop and tell them how you feel.

### After you have been bullied:

- ✓ all bullying is wrong and you do not have to stay silent about it;
- ✓ tell an adult, or someone you trust, about what has happened straight away – all adults in school have a responsibility to give you help and support in any matter involving bullying;
- ✓ if you are scared to tell a teacher or adult on your own, ask a friend to go with you;
- ✓ keep on speaking and telling trusted adults until someone listens and does something to stop the bullying.

### 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 experience bullying by mobile phone, text messages, e-mail or on the internet (Social Media):

- ✓ don't retaliate or reply;
- ✓ save the evidence - do not delete anything;
- ✓ make sure you tell an adult whom you trust;
- ✓ never give your passwords away;
- ✓ be careful who you give your mobile phone number or e-mail address to;
- ✓ make a note of exactly when a threatening message was sent;
- ✓ contact your service provider or look at their website to see where to report incidents.



## People who can help you when you are not at school:

**ChildLine.** Please phone **0800 1111 free** if you are feeling very sad or upset or you feel you are in danger because things are happening in your life that you cannot control.

This phone line is free and someone will talk to you during the day or night because they have a 24-hour helpline for children in distress or danger.

[www.childline.org.uk](http://www.childline.org.uk)

### **Thinkuknow**

If you receive something online or on your phone that makes you sad or uncomfortable or even frightened, try this website to find out what's good, and what's not, and what you can do about it. There is a lot of information for you and some fun games too.

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### **Kidscape**

Has courses for bullied children, a helpline for parents of bullied children and books, videos, free booklets and leaflets about stopping bullying, these things are in many different languages.

They also provide training for professionals.

Tel: 020 7730 3300

[www.kidscape.org.uk](http://www.kidscape.org.uk)

**Beatbullying** Tel: 0845 338 5060

[www.beatbullying.org](http://www.beatbullying.org)

### **Bullying Online**

[www.bullying.co.uk](http://www.bullying.co.uk)

## Guidance for parents/carers

### If your child has been bullied:

- ✓ talk calmly with your child about his/her experiences;
- ✓ make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened;
- ✓ reassure your child that he/she has done the right thing to tell you about the bullying;
- ✓ explain to your child that should any further incidents occur he/she should report them to an adult in school immediately;
- ✓ make an appointment to see your child's class teacher;
- ✓ explain to the teacher the problems your child is experiencing.

### When talking with members of staff about bullying:

- ✓ try to stay calm and bear in mind that the staff member 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 children involved;
- ✓ make a note of what action the school intends to take;
- ✓ ask if there is anything you can do to help your child or the school;
- ✓ stay in touch with the school and let the staff know if things improve as well as if problems continue.

### If you are not satisfied:

- ✓ check with the school anti-bullying policy to see if agreed procedures are being followed;
- ✓ 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, Mrs F. Ingram, (care of the school) explaining your concerns and what you would like to see happening.

### **If your child is displaying bullying behaviour towards others:**

- ✓ talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy;
- ✓ discourage other members of your family from bullying behaviour or from using aggression or force to get what they want;
- ✓ show your child how he/she can join in with other children without bullying;
- ✓ make an appointment to see your child's class teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others;
- ✓ regularly check with your child how things are going at school;
- ✓ give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

### **Cyberbullying**

#### **If your child is experiencing any form of cyber-bullying:**

- ✓ ensure your child is careful to whom they give their mobile phone number and e-mail address;
- ✓ check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations - **do not delete messages**;
- ✓ if the bullying involves a pupil from school contact the school to report this;
- ✓ contact the service provider to report the incidents;
- ✓ if the cyber-bullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

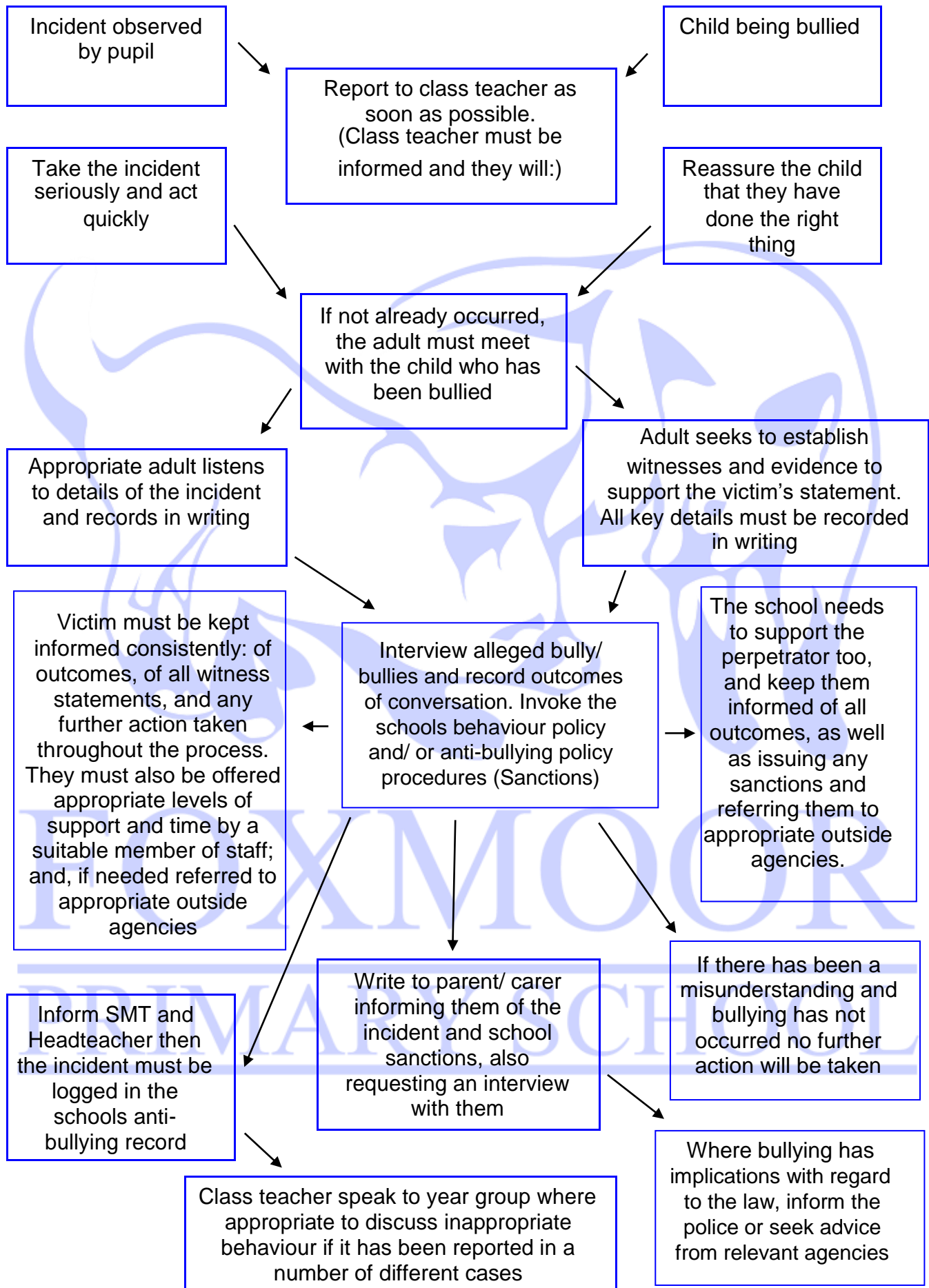
***Further support and advice is available for parents through the school anti-bullying help leaflets available from the office:***

#### **Bullying.....**

help and advice for parents and carers

***A list of helplines and support organisations is also available from the office.  
(see [Appendix 2](#))***

## Anti-Bullying Immediate Response Chart



## Organisations Offering Support

*Foxmoor School does not necessarily endorse all the views expressed by these organisations.*

### **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.

Tel: 020 7730 3300

[www.kidscape.org.uk/](http://www.kidscape.org.uk/)

### **ChildLine**

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

[www.childline.org.uk](http://www.childline.org.uk)

### **family lives** (used to be known as 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.

Tel: 0808 800 2222

[www.familylives.org.uk](http://www.familylives.org.uk)

### **Bullying Online** (part of family lives)

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

[www.bullying.co.uk](http://www.bullying.co.uk)

### **Beatbullying**

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.

Tel: 0845 338 5060

[www.beatbullying.org](http://www.beatbullying.org)

### **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. Tel: 01204 454958

[www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)

### **Children's Legal Centre**

Provides legal advice, information, assistance and representation to children, parents/ carers and professionals working with children.

Tel: 0800 7832 187

[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

### **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.

Tel: 020 7843 1901

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

### **Act Against Bullying**

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Tel: 0845 230 2560

[www.actagainstabullying.com](http://www.actagainstabullying.com)

### **Advisory Centre for Education**

Advice line for parents on all procedural matters concerning schools.

Tel: 0808 800 5793

[www.ace-ed.org.uk](http://www.ace-ed.org.uk)

### **National Society for the Prevention of Cruelty to Children – NSPCC**

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

Tel: 0207 825 2500

[www.nspcc.org.uk](http://www.nspcc.org.uk)

### **The Equality and Human Rights Commission**

The EHRC is an executive non-departmental public body. It monitors human rights, protecting equality across 9 grounds - age, disability, gender, race, religion and belief, pregnancy and maternity, marriage and civil partnership, sexual orientation and gender reassignment.

[www.equalityhumanrights.com/en](http://www.equalityhumanrights.com/en)

### **Mencap**

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel: 020 7454 0454

[www.mencap.org.uk](http://www.mencap.org.uk)

### **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. Tel: 0845 0704004

[www.autism.org.uk](http://www.autism.org.uk)

### **Educational Action Challenging Homophobia, Biphobia and Transphobia– EACH**

(EACH) provides training, resources and support services to affirm the lives of lesbian, gay, bisexual, trans or questioning (LGBT+) people; they work to reduce discrimination, harassment or bullying experienced because of sexual orientation or gender identity.

Tel: 0808 1000143

[www.outbristol.co.uk/educational-action-challenging-homophobia-each](http://www.outbristol.co.uk/educational-action-challenging-homophobia-each)

### **The Samaritans**

Tel: 08457 909090

[www.samaritans.org](http://www.samaritans.org)

### **Diana Princess of Wales Memorial Award for Young People**

The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations.

Tel: 0845 3372987

[www.diana-award.org.uk](http://www.diana-award.org.uk)