

A8 PREVENTION OF BULLYING POLICY

This is a whole school policy, including boarding and EYFS. See policy 'A8a Cyber Bullying' which should be read in conjunction with this policy. This policy is drawn up taking into account the DfE non-statutory advice 'Behaviour and Discipline in Schools 2011' and DfE Preventing and Tackling Bullying Oct 2014

Person(s) responsible:	Headmaster/Deputy Head (Pastoral)
Last updated:	May 2017
Review period:	12 months
Next review:	May 2018

Aims

- To agree a definition of bullying that will provide a basis for a consistent approach
- To prevent bullying through the consistent application of a School policy to which all staff are committed
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil

Objectives

- To understand behaviour that is recognised by both teachers and pupils as bullying
- To promote behaviour that gives everyone at Farleigh School the right to feel safe at all times and to provide an environment which is happy and secure
- To ensure that everyone at Farleigh School is aware that bullying is a serious offence, which is unacceptable, and that it will not be tolerated by any member of the School community
- To provide teachers and pupils with strategies for dealing with all aspects of bullying and the prevention of bullying, whether they occur in their own class or at any other time

'... Man alone is called to share, by knowledge and love, in God's own life. It was for this end that he was created, and this is the fundamental reason for his dignity.'

Catechism of the Catholic Church 356

Children at Farleigh have a right to feel safe and secure, as this is essential if they are to be happy and fulfilled. The actions of a bully violate this right and they destroy good relationships and undermine our ethos as a Catholic School. Everyone has the right to learn and work in an environment free from harassment and discrimination, where they feel safe. Bullying makes pupils unhappy which makes it unlikely that they will concentrate on their schoolwork. They may also find reasons for not coming to school. Bullying is not a normal part of life and it can ruin lives. Bullying can do both physical and emotional damage and is not acceptable at all. It has no place whatsoever at Farleigh and will be treated as very serious in all instances. Were there to be 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm' a bullying incident should be addressed as a Child Protection concern. (see A6 Safeguarding) Children are not to suffer in silence as secrecy only affirms the power of the bully. We have a strong and experienced pastoral team who are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.

Our Medical Surgery and all our boarding houses display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans etc.

Unchallenged, bullying, apart from being morally indefensible, may also provide undesirable role models for other children. 'Research evidence indicates that there are groups of pupils who are bullied disproportionately. These include disabled pupils and those who have special educational needs, and pupils who are, or are perceived to be homosexual.'⁴

It is crucial that children are able to trust and have confidence that the School will act on a complaint of bullying and ensure that they are safe from further intimidation whilst investigations are carried out. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. ⁴ 'If a pupil feels safe at school, they are in a much better position to realise the five outcomes of Help Children Achieve more – previously Every Child Matters – they can be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.'²

The School also wishes to promote an ethos where real reconciliation can be effected, as a result of genuine contrition and the possibility of forgiveness between the parties.

RECOGNISING BULLYING

Definition

Bullying may be defined as: 'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally.'³

Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, sexual, sexist or homophobic, which focus on religion, cultural background, gender, disabilities or other physical attributes (such as hair colour or body shape), a child who is a carer or is adopted. Bullying can happen anywhere and at any time and can involve everyone – pupils, other young people, staff and parents.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

We recognise that bullying takes many forms and that it can be:

- deliberately hurtful behaviour
- repeated, often over a period of time
- difficult for victims to defend themselves
- the act of an individual or of a group
- well disguised to adult eyes

TYPES OF BULLYING

Pupils may be bullied for a variety of reasons – and for no reason. Actions may include:

Physical bullying

- hitting
- kicking
- punching
- pushing
- scratching
- pinching
- tripping up
- biting
- taking
- damaging or hiding possessions

Some of these may occur during boisterous play, especially with younger children, but this is usually neither deliberate nor malicious. Nevertheless, the behaviour needs to be addressed and monitored.

Verbal bullying

- such as name calling
- hurtful teasing
- personal insults relating to a child's size, shape, colour, skills, intelligence, special needs, family, religion, race, gender, sexual orientation or nationality

Indirect verbal bullying

- abuse such as spreading false or exaggerated rumours or passing malicious notes; cyber bullying may be included here; emotional/psychological manipulation of friendships or conversations

Emotional or psychological

- deliberately ignoring or rejecting another person, so excluding them from their social group
- threats
- demanding money or possessions

- taking property
- encouraging others to behave against their will

Passive Bullying

- being a bystander and watching forms of bullying going on without taking action - always tell a teacher if you see something you think is bullying taking place.

Any one of these forms of bullying is considered totally unacceptable at Farleigh. All members of staff are expected to be vigilant in the classroom, playground and changing rooms, thus ensuring that instances of bullying are dealt with as soon as possible.

RECOGNISING THE BULLY AND THE VICTIM

Recognising the bully

At Farleigh School we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's policy on equal opportunities as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Bullies are not always easily recognised. They may:

- not know that it is wrong or may not be able to envisage the consequences of their actions
- be copying older brother or sisters or other people in their family whom they admire
- have not learnt other, better ways of mixing with their school friends
- be encouraged by their friends to bully
- be going through a difficult time and acting out aggressive feelings
- be academically strong or academically less able

Recognising victims

They may be:

- reluctant to attend School or be absent
- more anxious and insecure than others, becoming withdrawn or unusually quiet
- making frequent visits to Matron
- seeking the company of adults
- finding possessions going missing
- failing to produce work of their usual standard
- making changes to established habits
- experiencing difficulty in sleeping
- experiencing unexplained cuts and bruises
- having fewer friends and often feel unhappy and lonely
- suffering from low self-esteem and negative self image, seeing themselves as stupid or unattractive failures

- displaying repressed body language and poor eye contact
- different in appearance, speech or background from other pupils
- displaying other physical and emotional consequences
- displaying nothing at all
- demonstrating ‘entertaining’ reactions when bullied e.g. tantrums, loss of control.
- talking of suicide or running away

Be aware that pupils with Special Educational Needs or disabilities may not be able to articulate experiences as well as other children and research indicates that they are bullied disproportionately.⁴

PEER ON PEER ABUSE

Refer to *Keeping Children Safe in Education and Working together to Safeguard Children*

- If a child is in immediate danger or is at risk of harm from a peer, an immediate referral to children’s social care and / or the police should be made
- Follow advice in *What to do if you’re worried a child is being abused* –see Child Protection Policy
- In cases of allegations of abuse or assault made against one of our pupils a thorough risk assessment of the situation should be carried out. The safety of all pupils and both the alleged victim and the perpetrator should be ensured and all parties should receive appropriate support.
- Decisions taken might include: whether the accused pupil should be removed from school for a period of time, or from classes / whether sleeping arrangements for boarders should be changed / whether contact with certain individuals should be prevented or supervised / whether counselling should be offered / arrangements made for listening to children
- Thorough records of all meetings, related conversations and communications should be made and kept

PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of bullying is identified, the member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved and, along with the Deputy Head (Pastoral), ensure that the following procedures are followed and all information is recorded:

- The victim will be interviewed on his/her own and an account of the events will be recorded. It is important not to ask any leading questions or promise confidentiality.
- The alleged bully, together with all others who were involved, will be interviewed individually and an immediate account of events will be recorded
- The incident, if deemed appropriate, will be recorded on the Central Data Base under ‘Serious Incidents’ which will help to evaluate the effectiveness of the school’s approach and enable patterns to be identified.

- The Head of Year will inform Form Takers, Houseparents and the Deputy Head (Pastoral) of both the bully/bullies and the victim(s) as soon as possible. In very serious incidents, the Headmaster should be informed
- The victim will be interviewed at a later stage by a member of the pastoral team separately from the alleged bully. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school's Behaviour Policy (A1); for example, detention, withdrawal of privileges or suspension. Elements of Behaviour Online (to which we subscribe) may be utilised as appropriate. In particularly serious and/or persistent cases, the bully should expect permanent exclusion
- The parents/guardians of all parties should be informed and may be invited into school to discuss the matter. Their support should be sought
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognize that suitable support is needed both for children who are being bullied and or pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Behaviour Policy
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode
- A monitoring and review period of each incident will determine whether the level of bullying is a potential Safeguarding concern where the child is suffering or likely to suffer significant harm and would, therefore, necessitate a referral to Children's Services or the police.
- The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils

Sanctions

The nature, severity or persistence of incident of bullying will be taken into account when deciding upon sanctions. It should be impressed on the perpetrator that what he/she has done is unacceptable, deter him/her from repeating that behaviour as well as acting as a deterrent to other children. Sanctions may include loss of free time, suspension or expulsion.

Procedures to Minimise Instances of Bullying

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupil who set a good example.

During the Academic year

All new pupils (including boarders and our youngest pupils) are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. Every year there is also a component on bullying in the PSHE programme from the Pre-Prep onwards and it is reinforced at the beginning of the Autumn Term. At the start of the academic year an assembly / service will be devoted to the importance of friendship and the unacceptability of bullying.

As part of their Induction, all new members of staff are given guidance, in their first week at Farleigh School, on the school's antibullying policy and in how to react to allegations of bullying. Regular, ongoing training and raising of awareness is provided through INSET courses, assemblies, external speakers, Head of Year meetings and Year group meetings. Where staff attend external courses, information is disseminated on return, as appropriate.

Adults will:

- ensure that they consistently model excellent behaviour
- never ignore suspected bullying
- not make premature assumptions
- listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth
- adopt a problem solving approach which moves pupils on from justifying themselves
- always listen to a pupil who says that he or she is being bullied
- report the matter to the Head of Year
- The Head of Year must see the pupil involved as soon as possible, but certainly on the same day that the first complaint is made. Boarding House Parent/S and Form Taker will be informed and consulted as relevant

The child who has been bullied will be followed up repeatedly by the Deputy Head (Pastoral)/Head of Year or Form Taker (or sometimes by the Headmaster) at agreed times in order to gain moral support and to monitor that all bullying has stopped. Staff will be informed of the incident at a staff meeting and every member of staff is therefore to be vigilant and to be aware of what has happened. Incidents and outcomes may be recorded in the Strong Sanctions Book.

Incidents of bullying will be recorded on the school central record data base under Serious Incidents. At an appropriate time after an incident, there will be an opportunity to evaluate the effectiveness of the action taken in order to inform future action.

Parental Involvement

Parents/Guardians have an important role in supporting the school in maintaining high standards of behaviour and home and school need to cooperate closely together.

Evidence shows that families are told about bullying more often than teachers. Things are often picked up in the course of domestic conversations, often incidentally, sometimes specifically. Parents of other children who have specific information about an incident of bullying (or persistent bullying) are encouraged to bring it to the School's attention.

Bullying is often covert or subterranean. As such it can be hard to detect and prove as it thrives on secrecy and intimidation. There will be occasions when despite their best endeavours, members of staff may not be aware of things happening in the pupil body. Sharing of information is essential if bullying is to be exposed and countered.

Should a parent feel anxious about the happiness and well being of their child they should:

- Notify the Form Taker immediately and arrange an appointment to discuss the situation (or with any other member of staff). If it is felt to be appropriate the Form Taker will notify the Deputy Head (Pastoral) and Head of Year or the Headmaster
- Encourage their own child to talk to someone they trust in the School
- Reassure their own child that talking through the problem and working with the School will improve the situation

Parents are asked to make contact with their child's Form Taker at the earliest possible stage as this is so much better for both the victim and the aggressor, thus often preventing a more serious situation from developing.

Child Involvement – the following is on display in all form rooms and the Form Taker will go through it shortly after the Autumn term assembly on bullying / friendship.

If you are being bullied, there are some things that you can do

- try to stay calm and look as confident as you can
- be firm and clear – look the bully in the eye and tell him to stop
- move away from the situation as quickly as possible
- tell a teacher/adult what has happened immediately
- tell your family
- if you are scared to tell a teacher, take a friend with you
- tell a prefect
- keep on speaking up until someone listens
- do not blame yourself for what has happened

When you are talking about bullying with a teacher, try and 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

Remember that bullying behaviour includes

- repeated name calling and teasing
- physical violence

- threats
- isolating you from a group or activity
- cyber bullying

Pupils must tell a member of staff what they know and see.

Some behaviour will be caused by ‘falling out’ or reacting to incidents. Learning to tolerate this is a normal part of emotional development and pupils need to learn to differentiate this from bullying.

Remember, you have a right to be safe, happy and healthy at Farleigh.
Farleigh’s ethos works to prevent any form of bullying.

EYFS CHILDREN

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other’s possessions. We expect them to be honest, helpful and polite and to work hard to and to listen to others. They should respect everyone and learn to value differences and diversity. The Head of the Pre-Prep, Miss Jenifer Hillman, is in day to day charge of the management of behaviour in the EYFS stage.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. Parents are always informed via a note in the homework diary when any sanction or reproof is needed and , in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child’s teacher and the Head of the Pre Prep to agree a joint way of handling the difficulty.

COMPLAINTS PROCEDURE

Parents and pupils are encouraged to use our Complaints Procedure (A14) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled.

References

Children’s Act 1989

Help Children Achieve more – previously Every Child Matters

Preventing and tackling bullying: Advice for School Leaders, Staff and Governing Bodies.

DFE guidance October 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf

Ofsted No Place for Bullying June 2012
ISI Statutory Regulations

Further sources of information

Department for Education resources

DFE Behaviour and Discipline in Schools Guidance

www.education.gov.uk/schools/pupils/support/behaviour/advice for headteacher and school staff on behaviour and discipline.

Preventing and tackling bullying

Make Them Go Away (a video resource about bullying involving young children with disabilities)

Let's Fight It Together (a video resource about Cyber-bullying)

Legislative links

Schools duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equalities Act 2010

Education (Independent School Standards) (England) Regulations 2010

Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti Bullying Alliance brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beat bullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lessons plans and resources for parents, Beat bullying have developed the Cybermentors peer support programme for young people affected by cyber-bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

http://www.restorativejustice.org.uk/what_is_restorative_justice/with_young_people/schools

Cyber Bullying

ChildNet International: specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education).

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: provide online resources and training to schools on bullying because of physical difference.