

ANTI-BULLYING POLICY

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Falinge Park High School

Anti-Bullying Policy September 2018

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ANTI BULLYING POLICY-

FALINGE PARK HIGH SCHOOL.

INTRODUCTION

The aim of our anti-bullying policy is to ensure that all pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is not an inevitable part of school life or a necessary part of growing up and it rarely sorts itself out. No one group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities at the school.

A DEFINITION OF BULLYING

Bullying can be described as:

“Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power”.

- Bullying is deliberate or intentional,
- It is usually repeated and
- There is an imbalance of power between perpetrator and target.

A one off incident is seldom, regarded as bullying except in certain rare circumstances where the other two elements and prejudice are present. In some cases such as bullying that targets someone with special needs or disability for example or if there is a significant risk of harm, we would not look for repeated incidents to classify it as bullying if all the other aspects were there. Bullying can be frequent or infrequent, long term, high or low level and persistent. Bullying can include bullying of and by school staff, whether by pupils, parents or staff”

Bullying can take many forms including:

- Physical – kicking and shoving, injuring the target or damaging their belongings, Intimidation.
- Verbal – taunts and name-calling, insults, threats or humiliation, intimidation
- Emotional - behaviour intended to isolate, hurt or humiliate someone.
- Indirect – sly and underhand, behind the target’s back, rumour spreading
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps (see page 21 for further information/guidance)

Bullying can be driven by prejudice or fear of difference. It can be linked to

- Race, religion or culture
- Gender
- Sexual orientation
- Disability or special need
- Long term illness
- Appearance
- Family arrangements
- Any protected characteristic within the Equality Act 2010

RELATIONSHIP TO OTHER POLICIES

This should be considered in connection with the following policies:

- Compelling Behaviour policy
- Safeguarding and Child Protection Policy
- E-Safety guidance
- SEN Policy
- Acceptable usage Policy
- Exclusion Policy
- Equal Opportunities and Social Cohesion Policy (PSED 2010)

STATEMENT OF INTENT.

Our school believes that:

- Bullying, including cyber bullying, is undesirable and unacceptable.
- Bullying, including cyber 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 our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children and young people should talk to an adult if they are worried about bullying, including cyber bullying, and have a right to expect that their concerns will be listened to and treated seriously.
- Children and young people should be involved in decision-making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying, including cyber bullying, and other forms of abuse.
- We tackle bullying, including cyber bullying, best by encouraging an environment where individuality is celebrated and individuals can develop without fear.

("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." DFE 'Preventing and Tackling Bullying')

THE AIM OF OUR POLICY.

This policy sets out a range of proactive and reactive strategies and intervention systems which are in place:

- To assist in creating an ethos in which attending Falinge Park High School is a positive experience for all members of our community.
- To make it clear that all forms of bullying, including cyber bullying, are unacceptable at Falinge Park High School.
- Prevent, de-escalate and/or stop continuation of harmful behaviour
- To enable everyone to feel safe while at Falinge Park High School and encourage pupils/children/young people to report incidents of bullying, including cyber bullying.

- To deal with each incident of bullying, including cyber bullying, as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- Apply appropriate consequences to the student/s causing the bullying behaviours and ensure they learn from the experience, in some cases through multi-agency support and/or using restorative justice techniques where applicable.
- To liaise with parents and other appropriate members of our community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

THE OBJECTIVES OF OUR POLICY.

- To maintain and develop effective listening systems for children, young people and staff within Falinge Park High School.
- To ensure all staff deal with incidents of bullying, including cyber bullying, effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying.
- To involve all those from within the wider school setting/ community (e.g. midday supervisors, part-time staff/volunteers, partners) to deal effectively with, and if necessary referring, bullying, including cyber bullying, incidents.
- To communicate with parents and the wider school setting/ community, effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying, including cyber bullying, are recorded and appropriate use is made of the information, including where appropriate, sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school setting and for all members of our community to role-model this in all situations.

POLICY STATEMENT

Any form of bullying is unacceptable and every effort will be made to prevent it occurring.

In Implementing this policy the school will:

- Follow the schools procedures on bullying
- Obtain written statements from all concerned
- Enlist the expertise of Heads of Year and year Tutors
- Use the school's system of sanctions
- Provide support and counselling for the bullied and the perpetrator
- Where appropriate, use restorative justice methodology, to resolve the issue/s.
- Keep appropriate records

Many pupils experience bullying at some time and it the responsibility of all staff to deal with it, as a matter of priority when it occurs or, if necessary, to seek advice and support from others, i.e. the child's tutor, head of year, or S.L.T

HOW CAN WE RECOGNISE BULLYING?

Identifying bullying is not easy and the following messages should be considered when determining whether a situation is a bullying one:

- perceptions of the victim – their feelings and interpretation.
- those being bullied are not in a position to stop the process and it is up to those adults working with children & young people to recognise bullying and to respond.
- it is not usually as noticeable or obvious to others.
- it is the effect that is the key determining factor, not the action.
- it is a persistent situation, not isolated incidents.
- it has the intent to hurt or upset the victim.
- it is not limited to physical hurt.
- it can be social and/or psychological.

*Aggressive or abusive behaviour targeted at someone with special needs maybe considered bullying even if it is not persistent because it is so difficult for the target to defend themselves.

WHAT IS THE EFFECT OF BULLYING?

Bullying can seriously damage children and young people's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who demonstrate bullying behaviour or witness the bullying can also experience emotional harm, and the impact on parents and staff can be significant

MOST COMMON EFFECTS:

- Anxiety and depression that can lead to intermittent and long term absence from school, physical illness, psychosomatic complaints or even suicide.
- Poor self-esteem, which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal and causes some to lower their expectations, standards of work and therefore their academic attainments.
- Withdrawal, which may lead to low participation in school and other activities.
- Risky behaviour online

The effects of bullying can last well into adulthood.

Possible indicators of bullying are: disturbed sleep, bed-wetting, head and stomach aches, problems with concentration, changes in behaviour and attitude, truanting, bullying other children, damaged or missing clothes/money/ property, asking for more money than usual or stealing money, eating disorders, nervousness when receiving cyber messages and self-harm or risk of suicide.

All adults need to be aware of these potential indicators and investigate any they notice.

THE LEGAL AND NATIONAL CONTEXT.

Anti-bullying is a major priority in keeping children safe. The United Nations Convention on the Rights of the Child -Article 19 states

“Children and young people have the right to be protected from all forms of physical or mental violence”.

The Equality Act 2010 makes it a requirement for all public bodies (including schools) to eliminate unlawful discrimination, harassment and victimisation on the ground of Age, Disability, Gender, Gender Reassignment, Marriage & Civil Partnership, Race, Religion or Belief, Pregnancy & Maternity and Sexual Orientation.

Keeping Children Safe in Education' September 2018 makes it clear that safeguarding includes bullying both on and offline. It also includes online safety.

PREVENTATIVE ACTION

Everyone involved in the life of the school must take responsibility for promoting a common anti bullying approach. Preventing bullying is central to reducing exclusions and self-exclusion, improving behaviour, raising standards and developing emotional health and well-being.

In applying this policy the staff and Governors:

- will monitor and review the policy and support the Headteacher and staff in the implementation of this policy. They will be informed on matters concerning anti-bullying.
- will monitor incident reports and the actions/support implemented and be aware of the effectiveness of this.
- Review bullying incidents in the Pupil Welfare Committee and specifically on governor development days.
- Provide positive role models, emphasising and behaving in a respectful and caring manner to children/young people and colleagues.
- Be supportive of each other.
- Help create a positive atmosphere.
- Provide children with a framework of behaviour including rules which support the whole school.
- Raise awareness of bullying, including cyber bullying, through the curriculum including activities, stories, role-play, discussion, peer support and school council, etc.
- Support a planned PSHE programme, dealing with all aspects of bullying.
- Teach a planned programme of e-safety across the curriculum
- Encourage pupils to report incidents of bullying affecting themselves or others.
- Ensure pupils receive advice and guidance about bullying.

ACTION

Every allegation of bullying from whatever source should be taken seriously and acted upon.

- (a) Members of staff should listen and establish the facts, monitor, record and if necessary move onto the next stage. Written statements of facts signed and dated should be obtained where possible.
- (b) If a staff member is approached by a pupil
 - (i) The staff member should inform the pupil that it may be necessary for them to approach a Senior Colleague, Head of Year or Year Tutor with the information.
 - (ii) Pupils must be made aware from the onset that there may become a time when the facts will need to be handed on to a Senior Colleague. Complete confidentiality cannot be promised.
- (c) At all times the pupil and parents should be reassured that the problem will be addressed and they will be consulted at all stages about action to be taken. All relevant materials should be recorded, dated and placed on file on SIMS.

- (d) Witnesses should be interviewed and written statements obtained; these will then be passed on to a Head of Year in the first instance. Heads of Year will then complete the proformas attached at the end of this document.

OUTCOMES

(a) Discipline

Dependent on the extent and frequency of the bullying and if it is classed as verbal, intimidation and/or threat of or actual physical violence, then the following steps should be taken as appropriate.

- i) Verbal warning, advice for both victim and the person/s responsible for the bullying behaviour. Reinforcement of bullying procedures and outcomes. Monitoring for both parties to ensure they both feel supported, in which the victim is comfortable to make further disclosures if needed and the person/s responsible for the bullying behaviour has support to make positive behaviour modifications. Restorative Justice and/or Peer mediation support (where appropriate). Records kept and stored on student file and a parental phone call to be made to keep all parties up to date.
- ii) Strong verbal warning, parental letter, time spent in C2/Remove Room. Reflective work to be carried out to correct and reflect on behaviour. Restorative Justice and/or Peer mediation support (where appropriate). Parental interview to discuss strategies.
- iii) For a very serious case or in cases where the first two steps have not achieved the desired outcome, then the Headteacher will give a fixed term exclusion on advice from senior colleagues. On return to school utilise support strategies to continue to reflect and modify behaviour. Outside agency involvement if needed.
- iv) In exceptional circumstances, permanent exclusion may result

(b) Support

Once disciplinary procedures are under way then the following steps should be taken:

- i) The pupil affected by the bullying behaviours should be counselled as to appropriate coping strategies and must be encouraged to report any further incidents. Parents must also be encouraged to report concerns to school. Dates should be agreed for reviews on a timescale agreed with pupil.
- ii) Peer support should be enlisted if appropriate and in some cases Peer Mediation by trained students can be arranged.
- iii) The pupil responsible for the bullying behaviour should also be counselled with appropriate behaviour modification strategies being suggested.
- iv) Other agencies can be involved if considered necessary and appropriate, e.g. ESW, Educational Psychologist, and Children's Society.

- v) Parents of the bullied and the perpetrator should be involved in such processes.

N.B. Where appropriate, restorative justice strategies may also be utilised.

THE CURRICULUM

Anti-bullying education – Topics such as relationships and conflict are covered in subjects such as

Religious Studies, Citizenship, CALL, English and Drama. Bullying as a specific issue is covered in PSHE and as appropriate with the in tutorial time. As part of the wider curriculum it is hoped that departments may also have cross-curricular input on the theme of bullying. E-safety will be embedded across the curriculum.

COLLATION AND USAGE OF DATA

The data collated and records kept of incidents will enable us to:

- Manage individual cases, monitor and evaluate the effectiveness of strategies implemented
- Celebrate and evaluate the anti-bullying work of the school
- Provide effective evidential information to achieve transparent resolutions and decision making
- Engage and inform multi-agency team as necessary
- Create reports for students, parents/carers and staff to encourage transparency and celebrate progress
- Inform Governors in order for them to monitor and review effectiveness
- Inform the LA

Bullying – any form, and for any reason, will not be tolerated.

Any children/students found to be involved in bullying behaviour can expect that all steps will be taken to ensure the bullying will be stopped. This will also apply to any reports made by the community outside our setting hours.

MONITORING OF BULLYING INCIDENTS AND ONLINE INCIDENTS

The Assistant Headteacher for Pastoral, Personal Development and Welfare will produce a halftermly report for the Headteacher on bullying incidents in school including cyber-bullying. This will give an overview as well as breaking down bullying by year groups, by type and protected characteristics as well as Pupil Premium. It will identify action taken and whether incidents have been repeated over a period of time. The reports will be presented on governor days and submitted to the Local Authority.

GUIDELINES FOR HEADS OF YEAR

The role of the Heads of Year is crucial with an approach based on good practice, which will be reviewed half termly by the Assistant Headteacher for Pastoral and Personal Development and Welfare.

Heads of Year should:

- Investigate all reported incidents.
- Record actual incidents, including the names of the perpetrator and the bullied, along with the type of bullying behaviour on SIMS, My Concern and as linked documents.
- If the bullying is serious and/or persistent, contact both sets of parents. Encourage the parents of the person/s displaying bullying behaviour to come into school to discuss the matter.
- Impose sanctions ranging from discussing behaviour and reflecting, to detention. Decide if you feel the bullying is serious or persistent enough for Isolation or an exclusion to be considered.
- Try to get the young person who displayed the bullying behaviours to understand how the bullied person feels.
- Provide help and support to the bullied person/people. Suggest ways in which they can combat bullying.
- Encourage the young people to use the school Mediation/Restorative Justice Service (where appropriate)
- In complex cases where what has taken place is not clear cut, Heads of Year will liaise with and follow instruction from S. Ward and P. O'Reilly

With our help our young people may feel safer and happier coming to Falinge Park High School.

GUIDELINES FOR TEACHERS

DEALING WITH BULLYING

The Victim

- Listen to and reassure the victim that the school will do everything to help them.
- Believe them and give them the confidence to tell you exactly what has happened.
- Take statements on the approved proforma and pass the information to the Head of Year immediately.
- Complete a behaviour log.
- Give continued support to the victim and check at a later date that the bullying is not recurring.

- Aim to be non-threatening, the victim should never feel it is their fault.
- Reassure the victim that this has happened to others, there is nothing wrong with them
- Encourage the victim to talk to peer mentors.
- Ensure the victim does not go online to try to retaliate or look for other 'friends'

The Perpetrator

- Make the perpetrator aware that their behaviour is unacceptable
- Explain clearly and precisely what behaviour is causing distress to the victim.
- Make the perpetrator aware of the consequences if bullying behaviours continues.
- Discuss ways in which the perpetrator must change their behaviour.
- Complete a behaviour log and log on My Concern.
- Inform the Head of Year immediately if the bullying is of a very serious nature.
- Monitor the bully's behaviour over the next few weeks.

Punitive treatment of the Perpetrator may reinforce the view that this is the correct way to behave. Most perpetrators are willing to discuss their behaviour if the teacher is being reasonable. Try to defuse the situation. Do not be sarcastic or angry. Do not mirror the bullying behaviour – the teacher's behaviour must be an example to the perpetrator. Encourage them to acknowledge the harm they have caused and to make amends. However, the bully must know that if they continue their behaviour, sanctions will be imposed, make it clear what these will be. If the incident of bullying is of a serious nature, immediate sanctions may be felt necessary.

The Witness/Onlooker

- Ask them for their objective information
- Ensure you know if they have any loyalties to the bully or victim
- Ask them to report to you any future bullying – to keep you informed
- Ask them to support the victim, if they are friends
- Ask them to support the perpetrator by encouraging him/her to change behaviour.

Policy agreed by Governors

Date

Policy Review Date.

DATE POLICY COMPLETED:

APPENDIX 1

COMBATING BULLYING GUIDELINES FOR PARENTS

Falinge Park High School is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. We recognise the important influence which parents/carers have on their children and would wish to enlist their support when their child is involved in bullying – either as victim or a perpetrator. It is very important that your child feels happy and safe at school. One-way in which we do this is by actively discouraging bullying.

What is bullying?

Bullying is any behaviour which has the conscious desire to frighten, threaten or hurt someone else, the effects of which could be physical or psychological. Some forms of bullying are physical aggression, threats, demanding money, spreading rumours, deliberately leaving someone out and name-calling.

Bullying can take many forms but the end result will be to make the child feel undervalued and unimportant.

Bullying is not acceptable at Falinge Park High School.

We try to discourage bullying by:

- a) helping the young people to recognise what bullying is;
- b) encouraging them to help stop bullying;
- c) giving young people who have been bullied help and support;
- d) investigating all reported incidents, and
- e) imposing a variety of sanctions on those who display bullying behaviours.

What should I do if my child is being bullied?

You should share your concerns with the Form Tutor or Head of Year at school. We are here to help; but we need to know if there is a problem.

Who should I contact?

Telephone school and ask to speak to your child's Form Tutor or Head of Year. If they are busy, they will get back to you as soon as they can. The most important message is that your child must not put up with the bullying. They must tell a member of staff.

What will happen then?

The Form Tutor or Head of Year will decide what to do next. If the problem is between two people in the same tutor group your child's Form Tutor may be the best person to sort things out. Alternatively, the Head of Year may wish to deal with things. Whichever route is taken,

somebody will talk to your child and find out exactly what the problem is. They will then take steps to resolve the problem.

What will this involve?

It depends. Every situation is different. Our aim will be to prevent the situation from continuing.

APPENDIX 2

GUIDELINES FOR CHILDREN AND YOUNG PEOPLE

Falinge Park High School is built on the community spirit and without the support from students to students we cannot continue the fight against bullying. That is why it is important that students are consulted with and are part of the development, monitoring and review of the policy and strategies. Our aim is to ensure our students feel confident that everything possible is being done to make our school a secure and safe environment for them to excel and unlock their potential.

We want our students to feel that they are supported in all reported incidents of bullying and feel confident that appropriate action will be taken.

Advice to students

What can you do if you are being bullied?

First of all don't worry – this can be sorted out. Think about what is happening to you and stay calm.

Are you sure you are being bullied?

It could be something else that is making you unhappy:-

- Falling out with you friends
- A silly argument
- A game that has gone wrong
- Teasing that has gone too far

These are important to you and are making you feel upset, so they are important to us, but it may not be bullying.

If someone is being very unkind or hurtful to you and you don't know why, you have tried to stop it but can't - this is what to do. It is important that you talk to someone. This could be:

- Peer mediator
- A teacher
- Your friend
- Someone you trust
- Learning Mentor
- Your Form Tutor
- Another student
- Someone at home
- A member of staff
- Pastoral Head

Remember that your silence is the bully's greatest weapon!

Behaviour we expect from our pupils:

The school is very clear about what we expect compelling behaviour to be. You can help by:

- Support the Headteacher and the staff in applying this policy to school life

- Do not bully, harass or discriminate against anyone else no matter what gender, race, colour, sexual orientation or disability, or encourage or support anyone else to.
- Tell someone who can help if they feel they are suffering from bullying.
- All student will act to prevent bullying. Inform someone if they think someone is being bullied this can be a member of staff, a Peer Mediator or parent.

Students that are “Bystanders” are also part of the bullying behaviour. By not reporting incidents it supports the bullying behaviours and makes them partly responsible for what is happening to the victim.

APPENDIX 3

CYBERBULLYING

Information and Communication Technology (ICT) is seen as an essential resource to supporting learning and teaching. It has also become an important role in the everyday lives of children and young people. Consequently, schools need to build in the use of these technologies into the curriculum in order to arm our young people with the skills to access life-long learning and employment in the future.

It is important to recognise the constant and fast pace in which ICT evolves. It covers a wide range of resources including; web-bases and mobile learning. With the new and evolving technology comes a different method of bullying, this is call cyberbullying.

RELATIONSHIP TO OTHER POLICIES

This policy should be considered in connection with the following policies:

- Compelling Behaviour policy
- E-Safety guidance
- SEN Policy
- Safeguarding and Child Protection Policy
- Acceptable usage Policy
- Equal opportunities Policy
- Exclusion Policy

What Is Cyberbullying?

Cyberbullying is the use of ICT, particularly mobile phones and the internet to deliberately upset somebody. It can range from passing on rumours about somebody online, taking a photograph of somebody without their consent and using it online to ridicule and hurt an individual, setting up an account in somebody else's name to defame them, commenting in a derogatory way on somebody's profile to illegal matters such as sharing pornographic images of children or encouraging children to share private pictures of themselves.

Bullying is not new, but some features of cyberbullying are different from other forms of bullying:

24/7 and the invasion of home/personal space

Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

The audience can be very large and reached rapidly

The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.

People who cyberbully may attempt to remain anonymous

This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.

The profile of the Perpetrator and target

Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important.

Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.

Some instances of cyberbullying are known to be unintentional

It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

Many cyberbullying incidents can themselves act as evidence This is one of the reasons why it's important to know how to respond!

Cyberbullying And The Law

Bullying is never acceptable. The school community has a duty to protect all its members and provide a safe, healthy environment.

Cyberbullying can be a very serious matter and can constitute a criminal offence. In U.K. law, there are criminal laws that can apply in terms of harassment or threatening and menacing communications

INVESTIGATING INCIDENTS

- Give reassurance that the person has done the right thing by telling someone.
- Make sure the person knows not to retaliate or return the message.
- Record any relevant evidence for further investigation.
- Take action to contain the incident when content has been circulated.
- If you know who the person responsible is, ask them to remove the content.
- Contact the host (e.g. the social networking site) to make a report to get the content taken down.
- Confiscate the phone until it is collected by a parent or other responsible adult.
- Ask the pupil who they have sent messages on to and attempt to get all those students involved (who attend F.P.H.S.) to also delete the material.
- In cases of illegal content, pass to a member of the Senior Management team, who should contact the Police, who can then determine what needs to be kept for evidential purposes.
- Check with the person who has been bullied that they understand the simple ways in which they can prevent it happening again.

WORKING WITH THE PERPETRATOR AND SANCTIONS

Once the person's bullying behaviour is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required. Factors to consider when determining the appropriate sanctions include:

- ***The impact on the victim:*** was the perpetrator acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
- ***The motivation of the perpetrator:*** was the incident unintentional or retaliation to bullying behaviour from others?

In order to prevent cyberbullying, at Falinge Park High school:

- Mobile phones are not allowed in school. Any child bringing in a mobile phone must hand it in to the school office. If a pupil is caught using a mobile phone it will be confiscated in line with the Compelling Behaviour Policy.
- If a student fails to respond to a request from a member of staff to reveal messages/images or the content on their phones, a disciplinary sanction will be applied.
- Withdrawal of the use of ICT facilities and school emails for a set amount of time (See Acceptable usage policy)
- Other sanction may also be applied such as: report card, detention, reflection and exclusion which will be applied in accordance to the nature of the offence.

ADVISING CHILDREN AND YOUNG PEOPLE

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
4. Keep your privacy settings very high on social media sites.
5. Block the Perpetrator – learn how to block or report someone who is behaving badly. Don't retaliate or reply!
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
7. Make sure you tell: an adult you trust, or call a helpline like

ChildLine on 0800 1111 in confidence; the provider of the service; check the service provider's website to see where to report incidents; your school & your teacher can help you.

8. Finally, don't just stand there – if you see **cyberbullying** going on, support the victim and report the bullying. **How would you feel if no one stood up for you?**

ADVISING PARENTS AND CARERS

1. Be aware, your child may be as likely to cyberbully, as be a target of cyberbullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand the ways in which they are using the internet and their mobile phone.
3. Use the tools on the service and turn on in-built internet safety features
4. Remind your child not to retaliate.
5. Keep the evidence of offending emails, text messages or online conversations.
6. Report cyberbullying:
 - Contact your child's school if it involves another pupil, so that they can take appropriate action.
 - Contact the service provider.
 - If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

APPENDIX 4.

Useful Resources/Organisations Offering Support.

Campaigns against bullying

- **Act Against Bullying** National charity highlighting new forms of bullying especially exclusion bullying. Organises 'Cool to be Kind Day' Campaign in November, aimed at raising awareness of health risks carried by bullying. **Tel: 0845 230 2560**
www.actagainstbullying.com
- **Anti Bullying Alliance** UK's leading organisation in the field of bullying. Lots of resources and information on the website. **Tel: 02078 431165** www.anti-bullyingalliance.org
- **Childline** UK's free 24 Hour helpline for children/young people to call about any worry – more calls about bullying than any other issue. Also runs CHIPS (Childline in Partnership with Schools) – they work closely with schools to help set up effective support for pupils. **Tel: 020 7650 3231 Helpline: 0800 1111** www.childline.org.uk
- **NSPCC** Works to end cruelty to children and provides a range of direct services for children and young people and their parents/carers and families. 24hr Freephone helpline. **Helpline: 0808 800 5000**
www.nspcc.org.uk

Support for families

- **Action for Children** Working to campaign for the rights of children around the UK including offering intensive family support. **Tel: 03001231212**
www.actionforchildren.org.uk
- **Contact A Family** Provides advice, information and support to families with disabled children across the UK and those who work with them. **Tel: 0207 608 8740**
<https://contact.org.uk/>
- **Kidscape** National Charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16 and their parents/carers, plus people who work with them. Helpline for parents of children who've been bullied. Website information re. Keeping children safe. Assertiveness training for young people. **Tel: 0207 730 3300 Helpline: 08451 205204**
<https://www.kidscape.org.uk/>
- **National Children's Bureau** Offering support and guidance for families and has active campaigns to support children living in the UK.
www.ncb.org.uk
- **Parent line Plus (Family Lives)** Biggest independent provider of parenting support in the country- national charity. Free confidential 24hr Helpline. Run groups and workshops - face to face and by telephone. Also have a free text phone for people

who are deaf, hard of hearing or have a speech impairment. **Tel: 0207 824 5549**
Text phone: 0800 783 6783 Helpline Tel:
0808 800 2222
<https://www.familylives.org.uk/>

- **Young Minds** National charity dedicated to improving the mental health of all babies, children and young people. Parents Information Service for anyone with concerns about the mental health of a child or young person. Wide range of publications covering issues affecting children, including bullying. Advice and support for young people contemplating self-harm and suicide. **Tel: 0207 336 1458**
www.youngminds.org.uk

Support for Specific Types of Bullying

Cyberbullying and online safety

- **Child Exploitation and Online Protection (CEOP)**
Works across the UK supporting and providing internet safety for children, young people and their families. Also delivers free education programmes to children, young people, parents and professionals. “Polices” the internet. **Tel: 0870 000 3344**
www.ceop.gov.uk
- **Internet Matters** provides help to keep children safe in the digital world.
<https://www.internetmatters.org/>
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
<https://www.thinkuknow.co.uk/>

LGBT

- **Barnados** Offers guidance to young people, parents and teachers on how to support victims of bullying and LGBT students and tackle LGBT prejudice-based bullying
<https://www.barnados.org.uk/>
- **EACH:** (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
<https://www.eachaction.org.uk/>
- **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. <https://www.stonewall.org.uk/>

SEND

- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.
www.changingfaces.org.uk

- **MENCAP** UK's leading learning disability charity. Provides support for young people who have a learning disability and their parents/carers. Running a campaign to stop the bullying of young people with a learning disability. **Tel: 0207 696 6019**
www.mencap.org.uk

Race

- **Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
<http://www.theredcard.org/>
- **Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
<https://tellmamauk.org/>

APPENDIX 5

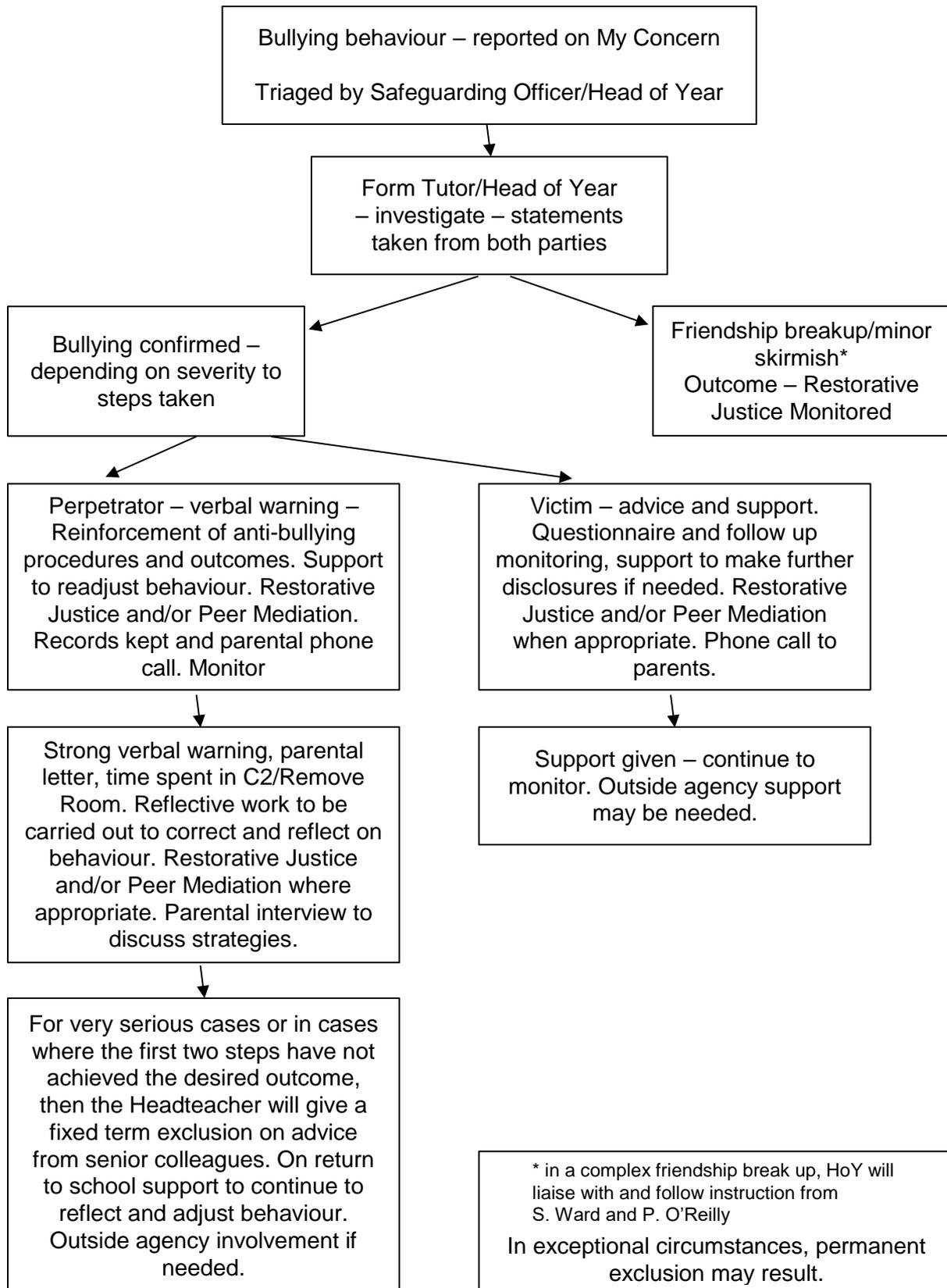
Bullying - A Charter for Action

We are working with staff, students, parents and governors to create a school community where bullying is not tolerated.

Our school community

- Discusses, monitors and reviews our anti-bullying **policy** on a regular basis.
- Supports staff to identify and tackle bullying appropriately.
- Ensures that **students** are aware that all bullying concerns will be dealt with sensitively and effectively.
- Reports back quickly to **parents/carers** regarding their concerns on bullying.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant statutory/voluntary organisations** where appropriate.

ANTI-BULLYING FLOW CHART



Bullying Incident Report

Victim Name:	Perpetrator name(s)
Date:	
Staff reporting:	

Details of the incidents (type of bullying, location, date/times)

Please tick as appropriate	
Witness statements included	
Allegation statement included	
Support offered /Action taken:	

Bullying Victim Monitoring Report

Stage 1: Initial concerns & feelings (within 24 hours of receiving Bullying Incident Form)	Date:

Stage 2: Review & Summary of progress (within 1 week of Stage 1)	Date:
Do you now feel safe and the matter is resolved yes / no	

Stage 3: review & summary of progress (within 1 week of Stage 2)	Date:
Do you now feel safe and the matter is resolved yes / no	
If incidents of bullying have continued at this review log on 'My Concern'. Report concern as Bullying and upload. Clearly identify victim and perpetrator/s in 'Details of Concern' <ul style="list-style-type: none"> - Bullying Incident Report, - Bullying Victim Monitoring Report - Any statements or evidence of bullying and support offered. Included any discipline or support offered within 'Actions Taken'.	
If incidents of bullying have not continued but victim still requires support further monitoring to take place around wellbeing by Head of Year.	