



Anti-Bullying Policy Carnforth School

Statement of Intent

At Carnforth School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a “TELLING” school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Bullying thrives on secrecy, the reluctance of the target to talk about it and the neglect of responsible adults to acknowledge its existence.

The policy forms part of the overall pastoral care provision in school and therefore links and works with the:-

- Safeguarding Policy
- Inclusion Policy
- ICT Policy and Acceptable Use of Internet Policy
- Behaviour Policy
- SEND Policy

What Is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in pain and distress to the victim. The three main types of bullying are:

- 1) Verbal bullying is saying or writing mean things. Verbal bullying includes:**
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- 2) Social bullying, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships. Social bullying includes:**
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumours about someone
 - Embarrassing someone in public
- 3) Physical bullying involves hurting a person’s body or possessions. Physical bullying includes:**

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical pushing, kicking, hitting, punching or any use of violence.
- Racist racial taunts, graffiti, gestures.
- Sexual unwanted physical contact or sexually abusive comments.
- Homophobic because of/or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours and teasing.
- Cyber -all areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- All governors and teaching and non-teaching staff know the school policy on bullying, and follow it when bullying is reported.
- All pupils know what the school policy is on bullying, and what they do if bullying arises.
- To have an anti-bullying policy available for parent's to see at any time.
- To show that as a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- All types of bullying are reported on our school management system and in a bounded record book.
- Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour
- Promote a 'whole school' approach, where signs of bullying are identified and swift and effective action is taken
- Show commitment to overcoming bullying by practicing zero tolerance
- Ensure all school community, pupils and parents have an understanding of what bullying is, and what they should do if bullying arises

- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment
- Assure pupils and parents that they will be supported when bullying is reported
- Assist in the provision of a positive and supportive atmosphere - for those affected by bullying behaviour and for those involved in bullying behaviour
- To develop procedures for noting and reporting incidents of bullying behaviour.

DEFINITION OF BULLYING

Bullying behaviour is defined as, "deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend themselves." (DENI 1999 p41)

- Bullying can take place between pupils, between pupils and staff, between staff, by individuals or groups; face to face; indirectly or using a range of cyber-bullying methods.
- It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.
- Bullying is an abuse of power where persons being bullied find it difficult to reject or deal with the offending behaviour or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older; have more acquaintances/friends; are more established in the school or simply care less about the consequences of their actions.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Roles and responsibilities

The Responsibilities of Staff

Our staff will:

- foster in our pupils self-confidence, self-esteem, self-respect and respect for others;
- demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling an adult about bullying when it happens;
- be alert to signs of distress and other possible indications of bullying;
- listen to children who have been bullied, take what they say seriously, record, and act to support and protect them;
- talk with the child accused of bullying to determine nature of bullying;
- report suspected cases of bullying to the Head of School, Deputy Head or our Designated person for safeguarding;
- follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- follow school rules and classroom contract agreements;
- to protect the pupil who is being bullied by fetching a member of staff
- report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances;
- help create a climate where bullying is not accepted;
- value and respect others;
- help others achieve;
- keep others safe.

Anyone who becomes the target of bullies should:

- not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

What Pupils Need To Recognise About Bullying.

Pupils need to understand:

- that bullying is deliberately hurtful behaviour repeated over a period of time;
- that they have a right not be bullied at school;
- that they are not to blame if they are bullied;

- that they need to speak out and should trust the teachers to take their concerns seriously and to help them;
- that they are not alone.

The Responsibilities of Parents

We ask parents to support their children and the school by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- advising their children to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- advising their children not to retaliate violently to any form of bullying;
- being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- keeping a written record of any reported instances of bullying;
- informing the school of any suspected bullying, even if their children are not involved;
- working with the school regarding any bullying that happens within school and not try to take the matter into their own hands;
- contacting the local police if bullying occurs outside school and inform the school of the incidents;
- co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Procedure for dealing with bullying behaviour

1. Report bullying incidents to staff
2. The bullying behaviour or threats of bullying will be recorded onto an incident form, in a bounded book and investigated. We aim to stop bullying immediately
3. A member of the SLT will be informed and the incident will be recorded onto the school's management information system
4. In serious cases parents will be informed and will be asked to come in for a meeting to discuss the problem
5. If necessary and appropriate, police will be consulted
6. An attempt will be made to help the bully (bullies) change their behaviour and a plan for the resolution of conflict will be devised
7. Adult and peer mentoring will be offered to victims in order that they can discuss issues arising from their experiences.

Outcomes

- 1) The bully (bullies) will be asked to apologise and will be given targets for acceptable behaviour with support as appropriate
- 2) Other consequences in line with our whole school behaviour policy will also be implemented
- 3) In serious cases exclusion will be considered
- 4) If possible, the pupils will be reconciled
- 5) After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

The school tries to prevent bullying by having:

- An agreed set of school rules
- By raising children's awareness where appropriate within in the curriculum
- Discussing bullying within PSHE
- A heightened awareness during anti bullying week.
- Checking for cyber bullying through weekly monitoring of the children's' accounts through forensic software
- A school pledge which all pupils have agreed too
- Regular pupil questionnaires and interviews

What we would advise to people being bullied

Tell someone you trust, a teacher or a peer supporter. You can also tell your parent and ask them to speak to your teacher at school.

Statutory duty of schools

This policy has been drawn up in line with the School Standards and Framework Act 1998 to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

HELP ORGANISATIONS:

Advisory Centre for Education
(ACE)

0808 800 5793

Children's Legal Centre

0845 345 4345

KIDSCAPE Parents Helpline

0845 1 205 204

(Mon-Fri, 10-4)

Parentline Plus

0808 800 2222

Youth Access

020 8772 9900

Bullying Online

www.bullying.co.uk

Bullying Incident Report Form

Reported by:	Role:								
Date(s) of incident (s):									
Time(s) of incident(s):									
Locations(s) of incident(s):									
Details of people involved: Please include names, gender, ages, ethnic origin and children in care or children with special needs and each child's role – ringleader, outsider, reinforce, assistant, defender, victim – and level of involvement. 1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved 									
Bullying incident related to: Circle all that apply <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Race</td> <td style="width: 50%;">Appearance or health condition</td> </tr> <tr> <td>SEN or disabilities</td> <td>Sexual orientation</td> </tr> <tr> <td>Gender</td> <td>Religion or culture</td> </tr> <tr> <td>Age</td> <td>Other (define)</td> </tr> </table>		Race	Appearance or health condition	SEN or disabilities	Sexual orientation	Gender	Religion or culture	Age	Other (define)
Race	Appearance or health condition								
SEN or disabilities	Sexual orientation								
Gender	Religion or culture								
Age	Other (define)								
Forms of bullying used: Circle all that apply <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Physical aggression</td> <td style="width: 50%;">Damaging or taking personal possessions</td> </tr> <tr> <td>Deliberately excluding</td> <td>Verbal threats</td> </tr> <tr> <td>Name calling and teasing</td> <td>Spreading rumours</td> </tr> </table>		Physical aggression	Damaging or taking personal possessions	Deliberately excluding	Verbal threats	Name calling and teasing	Spreading rumours		
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Anti-Bullying Policy 2017

Cyber bullying	Extortion
Other (define)	
Frequency and duration of bullying behaviour: Circle the one that applies	
Once or twice	Persisting over two months
Several times a week	Persisting for more than a year
Other notes on incident: including relevant previous behaviour	
Checklist: Circle all that apply	
Does incident involve same person?	Has a follow up date been set?
Have parents/carers been notified?	Has action been agreed with victim?
Had individual discussion with all?	Has action been agreed with perpetrator?
Had group discussion with all involved?	Are notes and comments attached?
Other actions: Circle all that apply	
Medical treatment required?	Referral to other agencies?
Police involvement?	Specific report from staff attached?
Report to governors?	Other?
Details of actions agreed with everyone involved – including parents and carers where appropriate:	
Follow up review dates and interventions:	

Completed by:

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Role: Date:

.....

Checked by:

.....

Role: Date:

.....

Outcome of follow up and further actions taken:

Has the bullying stopped? Yes/No

Describe any other outcomes, who has been involved and when they occurred: