



Fleet Wood Lane School

Anti-Bullying Policy

Statement of Intent

At Fleet Wood Lane School we aim to provide a safe, caring and friendly environment for all our children to allow them opportunities to learn effectively, improve life chances and help them maximise their potential.

We will strive to ensure children and young people feel safe, including an understanding of the issues relating to safety, such as bullying and that they feel confident to seek support should they feel unsafe.

Aims

Within our overall anti-bullying policy and strategy we aim to ensure that:-

- Our School Behaviour Policy and Code, make it clear that bullying behaviour is not acceptable
- Preventative measures form part of our overall anti bullying strategy
- All staff and governors will have read this policy and therefore have an understanding of what bullying is
- All staff will know about and follow this policy
- All our children and their parents should be aware of what to do if bullying occurs
- There should be no “hierarchy” of bullying – all forms of bullying should be taken equally seriously.

Objectives

Preventing bullying

The most effective way of preventing bullying is to create effective environments in which:

- The contribution of all children is valued
- All children can feel secure and are able to contribute appropriately
- Stereotypical views are always challenged, and children learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- Children learn to take responsibility for their actions and behaviours both in school and in the wider community
- All forms of bullying and harassment are challenged
- Children and young people are supported to develop their social and emotional skills

What is Bullying?

Within our school we identify bullying as:

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

(In accordance with Lincolnshire Children’s Services Anti Bullying Strategy)



Bullying can take place between individuals or groups; face to face, indirectly or using a range of cyber bullying methods, the recognised categories are:

Direct Physical Bullying:

Hitting, kicking, pushing, taking or hiding/damaging belongings, including money

Direct Verbal Bullying:

Name calling, teasing, insulting, using verbal threats

Indirect Bullying:

Looks, social exclusion, spreading rumours, gossiping, and graffiti

Cyber Bullying is a more recent problem that has come about through the increased use of mobile phones and the Internet. It can be an extension of face to face bullying, with technology providing the person who bullies with another route to harass their target. However it differs in several significant ways from other kinds of bullying:

- the invasion of home and personal space;
- the difficulty in controlling electronically circulated messages;
- the size of the audience; and the perceived anonymity.

It may also involve the misuse of associated technology such as cameras and video facilities.

Cyber Bullying can be defined as:

‘The use of Information and Communication Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone.’

Why are children bullied?

Children and Young People are bullied for a variety of reasons; vulnerable groups are particularly at risk of bullying.

Specific types of bullying include bullying related to:

- Race, religion or culture.
- Special Educational Needs (SEN) or disabilities.
- Appearance or health conditions.
- Sexual orientation.
- Young carers or looked-after children or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.

(See Appendix 1 for further information on different types of bullying)

Signs, Symptoms & Effects

Children who are being bullied may show changes in behaviour, such as:

- Becoming shy and nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.



Effects can be

- Changes in work patterns
- Lacking concentration
- General unexplained behaviour.

Reporting

Clear and well publicised systems for reporting bullying are in place for all – this includes those who are the target of bullying, parents, staff and visitors or those who have witnessed bullying behaviour (bystanders).

- All reported acts of bullying will be investigated as fully as possible by the member of staff to whom the report is made.
- A named supporter, selected by the child, will investigate and provide support to those children involved in any incident.
- The Head Teacher will be informed of all incidents where alleged bullying has taken place.
- Senior Leaders and / or the Head Teacher will carry out a further investigation and take whatever action is deemed appropriate at the time and in the circumstances.
- A watching brief will be kept on any person who is at risk from bullying, this may take the form of an incident log, home/school diary, regular meetings with parents.
- Counselling and / or mentoring will be available if this is deemed necessary.
- Children will be taught strategies to enable them to deal successfully with bullying incidents.
- Any child found to be perpetrating bullying will be placed under observation and counselled by their chosen named supporter with a view to preventing similar incidents from occurring again.

(Appendix 2 & 3 – anti-bullying information for pupils and parents)

Responding

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident should be dealt with immediately where appropriate by the member of staff who has been approached
- A clear account of the incident must be recorded
- Class Teachers and Support Staff will be kept informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- The Police should be notified if appropriate

Children and young people who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice who listens and takes the situation seriously
- Reassuring the child / young person
- Offering continuous tailored support as appropriate
- Restoring self-esteem and confidence.



Children and young people who have displayed bullying behaviour will be helped by:

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing and their need to change and identify available support
- Informing and supporting parents or carers to help change the child or young person's attitude
- Maintaining ongoing communication with parents or carers

When all other responses have been exhausted the following disciplinary steps can be taken:

- Official warnings to cease offending – class teacher, senior staff and headteacher;
- Withdrawal of playtimes;
- Exclusion from certain areas of the playground at certain times of the day
- Internal exclusion – working away from the class
- Minor fixed-term exclusion – up to 3 days
- Major fixed-term exclusion – between 3 – 5 days
- Permanent exclusion
- Police involvement

Monitoring, Evaluation and Review

The policy should be reviewed annually to assess the effectiveness of its implementation through discussion with all stakeholders. The policy will be promoted and implemented throughout the year.

Appendix 1 – Different Types of Bullying

Appendix 2 – Anti-Bullying Information for Pupils

Appendix 3 – Anti-Bullying Information for Parents

Appendix 4 – Complaints Procedure – Chair of Governors



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Further information about specific types of bullying

Bullying related to race, religion or culture

Some surveys and focus groups have found that a high proportion of bullied children and young people have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

Where children and young people with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour.

Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The child or young person may not want to report bullying if it means 'coming out' to teachers, parents or their peers before they are ready to.

Children and young people can also be targeted due to family members identifying as lesbian or gay.



Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult.

Research has highlighted the difficulties young carers face, including risks of ill health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated.

Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family.

Siblings of vulnerable children may themselves be the subjects of bullying by association.

Sexist, sexual and transphobic bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Children and Young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can be targeted by bullies; this can be confused with homophobia in some cases. Children and young people can also be targeted due to family members identifying as transgender.

Cyber bullying

Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyber bullying. Prolonged campaigns of harassment can occur. There is some evidence of a strong transition in cyber bullying: those who have been bullied can go on to do the bullying themselves.



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Anti-Bullying Information for Pupils

Is it bullying?

It is if you feel hurt because individuals or groups are:

- calling you names
- threatening you
- pressuring you to give someone money or possessions
- hitting you
- damaging your possessions
- spreading rumours about you or your family
- using text, email or web space to write or say hurtful things (cyberbullying).

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

We do not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied.

What should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- try to stay calm and look as confident as you can
- be firm and clear — look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell a friend.

If you have been bullied:

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened.

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 find it difficult to talk to anyone at school or at home, ring ChildLine on **freephone 0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the **textphone 0800 400 222**. You can also write to Freepost 1111, London N1 0BR. The phone-call and letter are free.



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Anti-Bullying Information for Parents

Is it bullying?

It is if individuals or groups are:

- calling your child names
- threatening him/her
- pressuring your child to give someone money or possessions
- hitting your child
- damaging your child's possessions
- spreading rumours about your child or your family
- using text, email or web space to write or say hurtful things about your child (cyberbullying).

It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

What should you do if your child is being bullied?

Talk to school staff about the bullying. At Fleet Wood Lane School your first contact point to report concerns about bullying is your child's class teacher. They are best contacted at the school, and are usually available at the beginning and end of the school day to discuss any concerns you may have.

- It will help to sort out what action to take if you can bear in mind that the teacher 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 pupils involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child.
- Stay in touch with the school. Let them know if things improve as well as if problems continue.

What will Fleet Wood Lane School do?

Fleet Wood Lane School does not tolerate bullying. This is what we do about bullying:

- Work to make sure that the person being bullied is safe
- Work to stop the bullying happening again
- Provide support to the person being bullied
- Take actions to ensure that the person doing the bullying learns not to harm others.

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with other parents
- 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 explaining your concerns and what you would like to see happening.



If you are dissatisfied with the governors' response, you can take your complaint to the Secretary of State for Education at:-

School Complaints Team Department for Education Castle View House East Lane Runcorn WA7 2GJ	Online School Complaints form. :http://www.education.gov.uk/b00212240/guidance-on-making-a-complaint-about-a-school/how-to-complain-to-the-department-about-a-school
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