

# FREDERICK BREMER SCHOOL

## ANTI-BULLYING POLICY



<b>Person responsible</b>	Stephanie Shaldas
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<b>This policy is communicated by the following means</b>	Staff Shared Area and website

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### 1. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our pupils and the right to learn in a relaxed and secure atmosphere. Respect, Responsibility and Integrity are the key values of the school and bullying of any kind is unacceptable. If bullying does occur, everyone should feel able to report this and know that incidents will be dealt with promptly and effectively. It is **all of our** responsibility. We expect **all** stakeholders to behave in a way that maximises learning and enjoyment for **all** pupils regardless of differences due to: disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. (Equality Act 2010.)

The Sex and Relationships, and PSHCE programmes will consider bullying and aim to discourage bullying based on sexism, homophobic, bi-phobic, transphobic (HBT) appearance and other sex/relationship issues. Our school recognises that bullying is a behaviour concern and the Behaviour Policy is clear about the procedures, sanctions and support available.

## **2. Aims**

The aim of this anti-bullying policy is:

- To ensure a zero-tolerance approach to bullying
- To prevent bullying and promote positive relationships
- To ensure that governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is, what the school policy is on bullying and actions that should be taken
- To raise awareness of the consequences of bullying through all aspects of the curriculum
- To prevent bullying and promote positive relationships
- To ensure a culture that embraces all pupils and stakeholders and eliminates discrimination in any form.

## **3. Why do we need an anti-bullying policy?**

Bullying hurts and it can affect a person's self-esteem, confidence, health and wellbeing. The longer it goes on the more harm it can do. The negative effects of bullying can have an impact on a person for their entire life and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect and to be safe in school. Schools have a responsibility to respond promptly and effectively to issues of bullying.

At Frederick Bremer, we also understand the long-term, serious consequences bullying can have on ensuring positive outcomes for pupils in terms of their enjoyment, achievement, safety, economic well-being and participation later in life.

Pupils who are bullying need to learn different ways of behaving. Bullies are often people who are troubled and having difficulties themselves, so stopping bullying and dealing with it can help the victim and the bully. It is important to remember that bullies can change their behaviour.

## **4. What is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. It is usually persistent and is often covert. Bullying results in pain and distress to the victim. It can make another person feel worthless, intimidated and unwanted. It is abuse of another person and an infringement of an individual's personal rights.

Bullying behaviour can be directed at pupils because of many issues, including: high or low ability within the context of the school's ability range, appearance/health conditions, disability/SEND, friends/social issues, wealth/status/home circumstances, race/religion,

culture/interests/politics and sexuality (here bullying may be sexual, sexist, or homophobic, bi-/transphobic (HBT))

Bullying can take many forms including:

- **Verbal** name-calling, sarcasm, cussing, spreading rumours, teasing, saying spiteful things, talking behind someone's back, making disrespectful comments, being patronising out of malice, making comments about a person's ability, commenting unpleasantly about someone's clothes
- **Emotional** being unfriendly, excluding, teasing, tormenting (e.g. threatening gestures), dirty looks, hurting someone's feelings, turning people against each other, blackmailing (threatening another person for money/food/possessions or comments on Facebook or other social media)
- **Physical** pushing, spitting, kicking, hitting, punching or any use of violence, forcing someone to do something they don't want to do, damaging other people's property
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Sexist** comments with regards to gender stereotypes and verbalising a view that a person is lesser due to their gender
- **HBT** comments, taunts, insults motivated by a prejudice against lesbian, gay bisexual people and people who identify as trans.
- **Cyber** Misuse of all areas of internet, such as email and internet chat rooms. Mobile threats by text messaging and calls  
Misuse of technology , i.e. camera and video facilities (*see section 11 Advice to Parents*)
- **SEND** Making fun of a pupil's special needs, illness or medical condition.

**Homophobic, Bi-phobic and trans-phobic** bullying can, sometimes, take on a different form to other types of bullying in schools. It can involve:

- being compared to LGBTQ celebrities
- sexual gestures
- spreading rumours
- isolating the pupil suspected of being or who identifies as being LGBTQ
- threat of being "outed"
- name calling and physical bullying

## 5. Signs and Symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they 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 or route to school
- is unwilling to go to school (school phobic)
- begins to truant, always wants to be alone, wants to change school
- becomes withdrawn, quiet, distant, anxious, or lacking in confidence
- starts stammering, sweating or shaking
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning, pretends to be ill, self-harms
- 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, rapidly changing moods,
- begins bullying other children or brothers and sisters(siblings)
- stops eating, over eating
- is frightened to say what's wrong, doesn't want to communicate or participate
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and 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.

***Some reasons why people bully:***

- Desire to appear powerful
- • Unhappiness
- • Feelings of inadequacy
- • Difficulties at home.
- • Learned behaviour (They too have been bullied)

## **6. Anti-bullying Procedures & Staff responsibilities**

Frederick Bremer has a duty of care to the pupils and to the staff to ensure they are safe to work, learn and develop unimpeded by fear. Where bullying is found to have taken place by any means, whether on-site or off-site, including cyber-bullying, robust action shall be taken to protect the wellbeing of pupils and staff.

We recognise that if bullying is to be dealt with effectively **all** staff need to take the appropriate action to ensure the victim is supported and the bully is challenged. The following guidelines should be followed:

- Staff will model the values of Respect, Responsibility and Integrity
- Staff will implement procedures to confront bullying in any form
- All bullying incidents should be reported to the Pastoral Team. There is a large team of support staff who are trained to deal with these incidents.
- A record all incidents of bullying on CPOMs and SIMS. See Behaviour Policy for further details.
- In all cases, parents will be informed and will be asked to come in to a meeting to discuss the problem
- In cases of racist, sexist or /HBT (homophobic, biphobic, transphobic) bullying, a separate record will be kept
- If necessary and appropriate, the Safer Schools Officer or police will be consulted.
- Action will be taken to help the bully (bullies) change their behaviour.
- If the victim is in agreement, the bully will apologise for their actions.

All these actions must take place as an immediate response. There is no excuse for complacency when dealing with bullying

## **7. Anti-bullying Procedures: How to get help**

Who pupils can talk to if they have any concerns about bullying?

- Form tutor
- Head of Year
- Subject teacher
- Behaviour Mentor
- Peer Mentors
- Prefects
- Senior Leadership Team
- Teaching Assistant
- Office staff

## **8. Anti-bullying Procedures: Sanctions & Outcomes**

Sanctions applied with regards to any bullying will vary depending on the severity and nature of the incident, starting with at least an SLT detention, a parent meeting a written or verbal apology to the victim.

In serious cases and where there is persistent bullying, a sanction which could include fixed term or permanent exclusion will be considered. Please see Behaviour and Exclusions policies for further details.

In most cases of bullying, support for both the victim and the bully will be put in place. These may include:

1. Counselling
2. Use of a report card
3. Involvement of external agencies
4. Monitoring by Tutor/Head of Year
5. Peer support/peer mentoring
6. Restorative dialogue
7. Use of Positive Behaviour Contract
8. Liaison with parents/carer/social worker/Early Help worker

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **9. Anti-bullying strategies**

- Regular promotion of anti-bullying in assemblies.
- A duty rota for staff so they patrol key areas before school, break, lunchtime and after school
- Annual surveys to research pupil voice on how safe they feel in school
- Annual surveys to research parent voice on how safe they feel their children are in school
- Anti-bullying training for the Pastoral Leaders
- PSHE lessons on anti-bullying
- Peer mentor drop-in sessions
- Strong teacher-pupil relationships so pupils feel comfortable in reporting any issues
- Information talks from the Safer Schools Officer
- Relevant CEOP training for staff (Child exploitation online protection)
- Information leaflet for pupil and parents about E-Safety

## **10. Anti-bullying advice to Parents**

A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the schools control when your child is not in school. Please see below for further advice with regards to cyber-bullying.

- TALK to your child on a regular basis, so any problem is easier to share
- LISTEN to what they say
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important

- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT
- If your child is a victim assure them that it is not their fault and that you are going to do something to help
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- TRY to be co-operative with our school and not be aggressive. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school

## **REMEMBER – IT IS NOT YOUR CHILD'S FAULT**

### **11. Cyberbullying advice to Parents**

#### **Cyber-bullying**

There are a growing number of incidents concerning cyber-bullying. The following distinctive features of cyber-bullying need to be recognised and taken into account when determining an effective response:

**Impact** — the scale and scope can be greater than in other forms of bullying.

**Targets and perpetrators** — may be unlike traditional bullies and their targets

**Location** — the 24/7 and any-place nature of cyber-bullying is particularly unsettling and invasive. Perpetrators may not be connected to the Academy and yet can bully directly while the victim is in the Academy.

**Anonymity** — the victim will not always know who is attacking them.

**Motivation** — perpetrators may not always be aware that they are bullying.

**Evidence** — the target of the bullying will have evidence of its occurrence.

#### **Prevention of Cyber-bullying – Developing awareness in the culture of the School**

Induction to the school's ICT network includes guidance and instruction related to email and internet acceptable use of the network and the issue of cyber bullying. *Please see E-Safety policy for further details.*

Through the ICT curriculum, in CPSHE lessons and periodically in assemblies, issues connected with Bullying and Cyber-bullying are discussed and revisited.

The Pupil Parliament regularly discusses issues connected with relationships in the school.

## 12. Organisations providing help, advice and support

**CHILDLINE** 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

Childline are there to help everyone whatever their worry. The telephone helpline is always available 24 hours a day, 7 days a week. You can also contact them online by [email](#), talk to them in a [1-2-1 online chat](#), [text us](#), or send your question to [Ask Sam](#) or post on the [message boards](#). There are also a range of helpful videos available on the CHILDLINE website.

**KIDSCAPE** 08451 205 204 [www.kidscape.org.uk](http://www.kidscape.org.uk)

Kidscape is for the use of parents, guardians or concerned relatives and friends of bullied children. If you are a child and you are experiencing bullying problems, then please ring [Childline](#) on **0800 1111**.

**BULLYING UK** 0808 800 2222 [www.bullying.co.uk](http://www.bullying.co.uk)

**YOUTH ACCESS** 020 8772 9900 [www.youthaccess.org.uk](http://www.youthaccess.org.uk)

**CHILDREN'S LEGAL CENTRE** 0845 345 4345 [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

**ADVISORY CENTRE FOR EDUCATION (ACE)** 020 7354 8321 [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

**PARENT LINE PLUS** 0808 800 222 [www.parentlineplus.co.uk](http://www.parentlineplus.co.uk)

**ELOP** 020 85093898 <http://elop.org/>

## 13. Links with other policies (safeguarding, exclusions, behaviour policy)

This anti-bullying policy is linked to our:

- Behaviour policy
- Exclusions policy
- Safeguarding policy
- E-Safety policy

## **14. Monitoring, evaluation and review**

A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link person with the LA and outside agencies.

- An annual report will be made to the governing body, including statistics about:
- The number of reported concerns
- Monitoring information about the pupils involved
- Motivations for bullying
- Actions taken and outcomes

The school will review the policy annually and assess its implementation and effectiveness.

## Appendix 1 – Example parent meeting letter

[insert address]

[DATE]

Dear Parent/ Carer,

I am writing to invite you to a meeting regarding an incident involving your son / daughter.

We have received a complaint that your child has committed an act of bullying against another pupil. As a school, we take allegations of bullying very seriously and we would like the opportunity to meet with you and your son/daughter to discuss this incident further.

We will conduct a full investigation of the incident, taking statements from your child, the victim and any witnesses before deciding on a sanction and any further support that needs to be put in place.

Could you kindly attend a meeting on [INSERT DATE] at [INSERT TIME] with me and the Head of Year, [INSERT NAME OF HEAD OF YEAR]? If this time is not convenient, please contact the school office to suggest a time that you are available.

I look forward to meeting with you.