



FINHAM PARK SCHOOL

A DFE Mathematics and Computing College

ANTI - BULLYING POLICY



FINHAM PARK SCHOOL

ANTI - BULLYING POLICY

Policy Date: July 2010 Date of Policy review: October 2015

- 1 The Aims of the School state that the “Governors intend that Finham Park School will be a caring community in which:
 - every individual is held in high esteem.
 - sensitivity, tolerance, self discipline, respect and good will towards others are encouraged in all and are exemplified in the day to day life of the school”.
- 1.1 These aims could be expressed more fully as follows:
 - 1 Everyone in the Finham Park Community is of equal value and has the right to equal opportunities. No-one should be discriminated against or bullied in any way. People should treat others as they themselves wish to be treated.
 - 2 No-one should be treated with disrespect because:
 - they are disabled or have an illness
 - they are richer or poorer than others (home circumstances)
 - they are older or younger
 - they are smaller or taller
 - they are male or female
 - of the friendship groups with which they socialise.
 - 3 People should not be discriminated against for any reason, e.g. because of their nationality, race, ethnicity, religion, gender or sexual orientation.
 - 4 People should not be judged by their appearance.
 - 5 There should be no name calling.
 - 6 Everyone has the right to practise their religion at the appropriate time.
 - 7 Teachers and students should respect each other, and seek to establish and build upon positive relationships.



1.2 Any policy regarding bullying must begin with these aims, and intend to ensure their implementation. It is recognised that the issue of bullying will also be tackled in part in many other areas of school life and in other policy documents, such as PSHE, ICT, Equality, Safeguarding and Child Protection.

2 What is Bullying?

2.1 Research shows that there is no particular age group or type of school which is free from the risk of bullying. This has been borne out by recent 'student voice' surveys at Finham Park. It is clear that being bullied can have a devastating effect on the victim, resulting in a loss of self esteem, underachievement and absenteeism, or depression or sometimes even suicide.

2.2 "Bullying is an abuse of power by one or more people through repeated, hurtful or aggressive behaviour with the intent to cause emotional or physical harm to another person." (Coventry LA, 2007)

Three factors are implicit in bullying activities:

- (i) It is repetitive, over a period of time.
- (ii) It involves an imbalance of power.
- (iii) It can be verbal, physical and/or psychological." (TACADE)

2.3 How bullies exercise their illegitimate power depends on who they are, who the victim is, and the context. While all bullying is aggressive, it is a complex issue, ranging from physical violence to bullying in the form of emotional or psychological aggression which while less visible, can be no less painful to the victims.

2.4 Any behaviour which is the illegitimate use of power to hurt others is bullying behaviour. The school will also seek to reduce and constantly challenge the following types of connected behaviours:

- Verbal, e.g. telling tales
name calling
racist/sexist comments
remarks about disabilities
threats.
- Looks, revealing lack of respect and non-co-operation with others.
- Cold shoulder, also revealing non-co-operation and lack of respect.
- Any threatening behaviour.
- Physical, e.g. kicking, scratching, biting, pushing, tripping, punching, fighting and intimidation.
- Interfering with others' schoolwork or possessions.
- The use of modern technologies, ie the sending of offensive/hurtful texts/email messages: "cyberbullying."
- Either carrying or claiming to carry weapons into school.



3 Recognising Bullying

- 3.1 “To be seen to act is as important as taking action – silence and secrecy nurture bullying.” (Action Against Bullying, Scottish Council)
Bullies depend on a code of silence for their success. Breaking that code can be the first step in prevention.
- 3.2 We cannot rely on a Stereotype to tell us who is a bully, but both male and female bullies have things in common:
- bullies tend to have assertive, aggressive attitudes over which they exercise little control.
 - bullies tend to lack empathy; they cannot imagine what the victim feels.
 - bullies tend to lack guilt; they rationalise that the victim somehow ‘deserves’ the bullying treatment.

Bullies can come in ‘gangs’ or groups. This is more visible, but all bully ‘gangs’ are made up of individuals needing individual responses.

- 3.3 Bullies pick on vulnerable people, but vulnerability is not always visible to adults. Their “difference” may be a notional one used to justify the bullying, to claim that bullying is in some way deserved or self-inflicted. Again there is no stereotype, but victims may be pupils who:
- are new to the class or school.
 - are different in appearance, speech or background from other pupils.
 - suffer from low self-esteem (but it’s not clear whether this is a cause or effect of bullying).
 - demonstrate ‘entertaining’ reactions when bullied, e.g. tantrums, loss of control.
 - are more nervous or anxious (but witnesses who are not bullied are found to be just as anxious).
 - have belonged to former friendship groups who have moved on / split up.
 - have learning difficulties.

Staff need also to recognise that the victims of bullying may not fit neatly into these categories; Students who are withdrawn or exhibit behaviours such as reluctance to work in groups, lateness, get quickly upset or whose behaviour is suddenly changeable all may be potential victims. If staff have any suspicions then they are to use their judgment and either tackle the issue themselves or report to those staff with designated responsibilities in these areas.

- 3.4 With the increased use of social media and technologies such as smartphones it is likely that bullying will increasingly move towards ‘cyber bullying’ ; all staff need to acknowledge the challenges this causes and that there is an increased potential for images and words to be sent / received / spread to a wider circle of students.
- 3.5 While this document concentrates on approaches taken regarding students in our care, it is recognised that bullying can involve adults too. This could involve:
- Staff or associate staff
 - Parents
 - members of the local community



Bullying could potentially have the same causes and range of expression as students; any examples of this should be dealt with in a confidential but documented manner by the appropriate line manager of the complainant in the first instance and then, if judged necessary, be quickly referred to the Headteacher for guidance or action.

3.6 Prevention

Staff, as professionals, are expected to work proactively to prevent the occurrence of bullying and to limit the potential for incidents as part of their ongoing professional conduct and expectations. Staff behaviours which will assist in a positive ethos and a vigilant but friendly atmosphere will:

- seek to model positive behaviours in how we speak to others and in how we manage our relationships with others
- seek to maintain and praise successful positive student interactions
- when on duty, seek to actively monitor student interaction and intervene and challenge if necessary
- when on duty in communal areas, actively monitor student interaction
- monitor areas of high student movement such as corridors and at movement time between lessons.
- continue to provide duty staff at lunchtimes, and before and after school – movement around gates
- to confiscate mobile devices if being used in lessons (unless part of our BYOB initiative)
- to be vigilant at all times within classrooms, and to think carefully about seating plans and how you will move in a classroom (not being desk-bound)

3.7 E Safety

It is recognised that a large proportion of bullying occurrences may be the results of texts / messages through social media. This 'cyberbullying' can affect our students both inside school and outside school. How this is dealt with is the same as in any other kind of bullying, as detailed below; however, E Safety is an increasingly important facet of education and as such:

- E Safety will be part of Anti – Bullying lessons and will be given specific whole school time and assemblies during each school year.
- An E Safety group will look at issues regarding ICT, safe use of the internet and issues such as filters, password security etc at school
- We will develop an approach which constantly revisits our line regarding the use of tablets and mobile devices in school and modify it as appropriate
- Students will be encouraged to always report cyberbullying and to keep all evidence of it.

4 **Taking Action**

Dealing with all instances of bullying is vitally important to the whole school ethos, and to the individual students involved. Following our anti-bullying strategy (started 2007), all staff have been made aware (as have students, via college assemblies) the mechanisms by which bullying incidents



should be dealt with. All students and staff have a responsibility to both inform, and deal with, incidents which may arise. Put simply:

- any incidents of bullying which take place in a classroom are the responsibility of the **class teacher**. They may choose to deal with the incident through the BfL system, and/or refer it to senior colleagues.
- any incidents of bullying which take place in communal areas - e.g. tennis courts, corridors or dining rooms, are the responsibility of teachers **on duty**, or any nearby teacher. If a student has been bullied while moving between lessons then they have been informed to tell the teacher of their next lesson. Again, referrals to senior colleagues may be made.
- Referrals will be made via the schools' BfL system. As all incidents are different, teachers must use their professional judgement as to how to proceed. If detentions are given, then this mechanism automatically passes on information to College Leaders and parents, as would a referral to Isolation.
- Bullying must be recorded; paper copies of incidents and / or pupil statements should be filed. BfL actions will be logged on SIMS and kept.
- Staff should use their professional judgment as to whether they (as class teacher, or mentor) deal with incidents themselves and seek appropriate action, or whether incidents are passed on. Serious incidents, or repeated issues, should always be referred to Heads of College as these colleagues are more likely to be able to choose from a range of options (such as parental involvement, restorative justice etc.)
- Students can now use the SHARP recording system, which is accessed via the FROG VLE. This system allows students to report any incidents of bullying at any time of day and from any device, to prevent any embarrassment or worry. SHARP reports any incidents to a designated member of staff who is currently C. Linstead. Through her training and knowledge of the College system and Child Protection, she will decide to whom any disclosures will be referred.

4.1 The following measures are good pieces of advice:

First steps: do –

- remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- take the incident or report seriously.
- take action as quickly as possible, as detailed above.
- think hard about whether your action needs to be private or public; who are the pupils involved?
- reassure the victim(s); don't make them feel inadequate or foolish.
- offer concrete help, advice and support to the victim(s).
- make it plain to the bully that you disapprove.
- encourage the bully to see the victim's point of views.
- explain clearly the punishment or procedure to be followed, and why it is being given.
- be sensitive in how you may deal with students with SEN. Finham Park has an increasing number of students who have behavioural or social needs which could lead to incidents. Use judgement; you may have to use a different approach and may need to communicate the reason for this, to the students involved. Treat all incidents on an individual basis.

Involving others: do –

- inform senior colleagues if necessary (as detailed above) and/or other appropriate persons if necessary, e.g. school nurse, counsellor.



- inform colleagues if the incident arose out of a situation where everyone would be vigilant, e.g. unsupervised toilets, or with certain classes.
- inform others if incidents may have been triggered through issues such as family issues, medical complaints, bereavement etc.

Final steps: do –

- make sure the incident doesn't live on through reminders from you.
- try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.

If you have to deal with bullying, what should you avoid?

Don't –

- be over-protective; allow the victim to help him/herself if they can.
- assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully.
- keep the whole incident a secret from the parents of the victim or of the bully.
- try to hide the incident from the parents of the victim or the bully.
- call in the parents without having a constructive plan to offer either side.

4.2 Results from our recent student surveys have shown the need to address issues brought to the schools' attention, and the need to revisit bullying issues regularly. As such, the school is committed to continuously:

1 Raise awareness amongst staff and pupils of this policy statement, and of its thrust that bullying is **NOT** acceptable behaviour since it goes against the positive ethos we all wish to have at Finham Park School. We will look to constantly encourage positive social values and relationships at all times, and provide the opportunities and rewards to encourage these positive behaviours in our students.

2 Remove silence and secrecy from the bullying agenda. The most effective deterrent to bullying is other children – the victim needs to be allowed to help her/himself, and helped to become more socially skilled and assertive and all students should be encouraged to demonstrate leadership in this area.

The aim must also be to instil in students values which result in bullying being seen as increasingly worthless and anti-social; for the body of students themselves to underline their lack of acceptance towards ongoing bullying.

It is recognised that Student Leaders and Peer Mentors can be effectively used to support our work in tackling bullying. Initiatives in the past have seen students developing materials for lessons, analysing areas of the school where bullying may be prevalent, noting their first hand experiences, taking part in Barazas to question and debate with staff, and to use trained student individuals to intervene in selected issues where a restorative approach or where support and guidance from a non-teacher may be felt desirable. The school will seek to embed and develop these student – led approaches.

3 We need to continue to effectively use PSHE, Citizenship, Drama, mentor periods, assemblies and subject activities as part of a prevention programme. Co-operative work and non-aggressive behaviour can be praised. Empathy can be created through role play, or exposure to relevant stories and scenarios. Language work and social education can pick up the theme



of how other people feel. The whole curriculum should support the schools' aims and help support where possible the anti-bullying message.

- 4 Regular reminders in assemblies of what we are about.
 - 5 To explore methods for pupils and their parents to be able to communicate their anxieties as effectively as possible – ie email, text and reinforcing the use of the SHARP system.
 - 6 Raise the status of all teachers as people who can be approached and people who will get something done. Positive relationships between all people at Finham Park remains a key priority.
 - 7 Be aware of what is happening around us especially in unstructured, non-timetabled time.
 - 8 Surveys have indicated an unacceptable amount of bullying in classrooms. Therefore we need to be on time to lessons as well as duties at Break, and constantly be vigilant in our learning areas.
 - 9 Keep careful records of all incidents to build up accurate pictures of bullying. This is done through the collation of data through SIMS, which has been developed to recognise the many differing types of bullying and interventions which staff can take. This data is then shared and used by:
 - School Leadership team to inform new practice, raise concerns and successes
 - Heads of College and Mentors in order to address issues
 - Anti – Bullying co-ordinator, in order to inform response and co-ordinate actions
 - PLC in order to understand current needs and support procedures which may need to change
 - Students themselves through assemblies and lessons, to instil positive values and challenge negative ones and Student Leadership groups in order to consult regarding potential changes
 - LA if requests are made for data, ie racist incidents
 - Parents, where such data is deemed appropriate to share
 - 10 To consult with staff, students and parents on a regular basis so that the school can respond quickly and appropriately to the changing patterns of bullying within school, in order to modify our responses to bullying and seek innovative approaches to its reduction.
 - 11 To respond to all the challenges of cyberbullying quickly and decisively. Students should be encouraged to keep all evidence of any cyberbullying, and to ensure that they are aware of the need for vigilance regarding their privacy on social networking sites such as Facebook and twitter. As a school we need to be proactive, and reactive (ie restricting access to ICT areas) if we suspect cyberbullying has taken place.
- 4.3 Reports of bullying should always be taken seriously.

Bullying which is unchecked, or which teachers seem to condone by ignoring, affects not only those immediately involved but the school in general. Without a positive and caring ethos standards fall and learning cannot take place.



A positive and caring ethos demands an active anti-bullying policy which will be frequently reviewed based upon new approaches (ie BIG application in 2013), findings, consultation and student surveys (including parents) and which can include the views of all stakeholders.

5 Critical Incidents: the school retains the right to not follow procedures when there is a serious incident of bullying.

6 Cyber Bullying

With the growth of social networking, cyber bullying will become an issue for all schools. Here at Finham Park School we will not condone this misuse of technology. Students should be aware this could be regarded as a critical incident.

7 Award

Finham Park has gained national recognition in 2013, relating to high standards of practice towards combatting and preventing bullying. This award is assessed by The Bullying Intervention Group. Part of gaining this award was to modify and adapt the Anti – Bullying policy. It is felt that this external verification is a sign of the high quality of this document and thus the practice and ethos towards anti – bullying which this school adopts.



ANTI - BULLYING POLICY

Written by D Ratcliffe

July 2010

Reviewed:

July 2013

Revised December 2013

Revised September 2015

Next review date:

October 2017

Approved by Governors:

17.11.15

Signed:

Signed:

MARK BAILIE
Executive Headteacher

ALETHEA FULLER
Chair of Governors

Date: 17.11.15

Date: 17.11.15