FARINGTON PRIMARY SCHOOL

POLICY NAME: Anti-Bullying /Cyber Bullying

ADOPTED: April 2022

REVIEW PERIOD: Summer 2025

SIGNATURE: _____

Chair of Governors

Farington Primary School
Anti-Bullying /Cyber Bullying Policy

Introduction

Bullying is one of the key issues that children and young people are concerned about. It remains the main reason that they contact ChildLine each year and is the principal issue about which children and young people contact the Office of the Children's Commissioner.

Bullying causes harm to those who bully, those who are bullied and those who watch. Being bullied undermines self esteem and confidence, sometimes with devastating consequences. It can result in long-term psychological harm and, in extreme cases, self-harm and suicide. It undermines the ability to concentrate and learn and can impact on a child or young person's chances of achieving their full potential at school and in later life. Local authorities therefore have a crucial role to play in helping schools and services to prevent bullying, respond immediately and effectively to incidents and provide longer-term support for both the person being bullied, to rebuild their confidence and self-esteem, as well as the person who is bullying, to change their behaviour and address any underlying emotional issues.

Our policy provides a definition of bullying behaviour to which everyone can and should work. It makes clear to all what can be expected of all stakeholders and how they can support the anti-bullying agenda.

Underpinning Values and Principles

In our school setting, we strive towards:

Principles
- The welfare of our children is the paramount consideration at all times and we adopt a zero tolerance approach to bullying behaviour
- We will engage with children and young people and partners throughout the process of developing and implementing our policy
- We will listen to and provide practical support to children who are involved in bullying incidents and to actively find means of enabling all children to communicate need
- Within our school, there are clear lines of responsibility and accountability
- Staff will receive appropriate training, support and supervision as required
- We will strive to continue to improve the quality of our anti-bullying work and the speed of our response.

Objectives
We will:
- contribute to reducing the risk of children and young people becoming victims of crime and anti social behaviour in and out of school including bullying and intimidation
- continue to contribute to improving the emotional health and well being of children and young people in our care
- promote a shared understanding of bullying behaviour and raise awareness amongst staff, parents, carers and our community

- provide a secure and robust framework for both managing incidents and preventing incidents of bullying behaviour in all settings
- monitor, evaluate and report on the nature and extent of bullying activity in all of those settings for which we have responsibility
- establish effective partnerships to work towards reducing bullying behaviour
- further develop training and associated awareness raising materials which will better equip staff, volunteers, parents, carers, children and young people with the skills and knowledge they need
- contribute to a reduction in bullying behaviour, which will result in children and young people feeling more safe and secure

Defining Bullying Behaviour

Bullying usually falls into two categories:
i) emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyber bullying and
ii) physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:
- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

It is also important to acknowledge that bullying behaviour can and does occur anywhere and everywhere; in schools, other settings, within the home and the community.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

Scope of this Policy Framework

All adults who work with or come into contact with children have a responsibility to act reasonably and carefully at all times and to take appropriate, proportionate action wherever bullying behaviour, either known or suspected, comes to their attention. As a matter of course it is expected that all adults will ensure that they do what is reasonable in the circumstances to safeguard and promote the welfare of our children. To do nothing is unacceptable.

Links with Other Policies and Procedures

Our policy closely links with a range of other policies. Examples include:
- LSCB Safeguarding Children Procedures (www.lancashire.gov.uk/safeguardingchildrenboard/)
- Complaints Policy
- Handling allegations against staff
- Handling racist / homophobic incidents
- Care / control and behaviour management
- ICT acceptable use and mobile phone policies

- Serious incident and other record-keeping / reporting policies
- Communication with parents
- Children Looked After procedures
- Keeping Children Safe in Education

Anti-Bullying Policy

1   What kind of Service/Setting are we?

At Farington Primary School, we strive to provide a safe, stable, enriching and stimulating learning environment.   We promote the value and respect of each other, providing outstanding role models for our children to aspire to. We place great emphasis on developing confidence, independence and high self-esteem. We also provide opportunities for all children and members of our school community to achieve academically, physically, creatively and socially and develop resilience.

We are a smaller than average school with a roll of 186 children, 8.6% of which are from other ethnic minority groups. As a school we have a clear policy for identifying and dealing with any isolated incidents of bullying.

Other related policies which sit alongside are the Single Equalities Policy, Child Protection & Safeguarding, Behaviour, Inclusion of Special Educational Needs and Disabilities.

2   Values and Principles

In addition to our Mission Statement, we adopt the following values in our school:
- Pupils will be in a safe, caring environment.
- All types of bullying behaviour are unacceptable and will be challenged.
- Reports of bullying behaviour will be taken seriously, acted upon and recorded.
- Pupils will be listened to, will know it is OK to tell, who to tell and how to tell.
- There will be a clear and swift response to any reported bullying behaviour.
- Parents and carers will be informed of incidents, as appropriate, listened to and kept informed of how their concerns are being dealt with.

Our value statement is displayed around school and on our website

3   Aims and objectives of the policy

- The welfare of our children is of paramount consideration at all times and we adopt a zero tolerance approach to bullying behaviour
- We have a shared and consistent approach to anti-bullying within school.
- We will engage with children, parents and carers throughout the process of developing, implementing and reviewing the effectiveness of our strategies.
- As a school we are committed to listening to and providing practical support to children who are involved in bullying incidents and to actively find means of enabling all children to communicate need
- At school there are clear lines of responsibility and accountability
- Staff will receive appropriate training, support and supervision
- We will strive to continue to improve the quality of our anti-bullying work and the speed of our response.

Objectives
We will:
- contribute to reducing the risk of children and young people becoming victims of crime and anti social behaviour in and out of school including bullying and intimidation

- continue to contribute to improving the emotional health and well being of children and young people in school
- promote a shared understanding of bullying behaviour and raise awareness amongst staff, parents, carers and our community
- provide a secure and robust framework for both managing incidents and preventing incidents of bullying behaviour in our setting
- monitor, evaluate and report on the nature and extent of bullying activity in all of those settings for which we have responsibility
- establish effective partnerships to work towards reducing bullying behaviour
- further develop training and associated awareness raising materials which will better equip staff, volunteers, parents, carers, children and young people with the skills and knowledge they need
- contribute to a reduction in bullying behaviour, which will result in children and young people feeling more safe and secure
- work closely with agencies, wherever possible, to provide support for children and their families.

in the creation of the original policy. Updated documents are made available for parents/carers on the school website and children are made aware of the changes within PSHCE related activities.

4. Definition of Bullying Behaviour (including racist, sexist and homophobic, disability and special educational needs)

We have agreed to adopt the following definition of bullying behaviour:

Bullying falls into two categories:
i) emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyber bullying and
ii) physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:
- It is persistent and wilful.
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

It is also important to acknowledge that bullying behaviour can and does occur anywhere and everywhere; in schools, within the home and the community.

5. To whom this policy applies.

All adults have a responsibility to act under the duty of care.
Our policy applies to our children and all stakeholders working in school:
- child to child, adult to child, child to adult and adult to adult bullying behaviour

6 Responding to Bullying Behaviour:

(a) Procedures for reporting bullying behaviour

We have clear expectations as to how bullying behaviour should be reported within our school:
- If children have a concern, they should be encouraged to speak to an adult in the first instance and know it is OK to tell
- Should staff have any concerns or worries for themselves or others, they should speak to the DSL or back up DSL

- If staff have a concern regarding bullying behaviour, they should speak to the DSL (Headteacher) or backup DSL (Deputy Head/Pastoral Manager)
- Any other adult within our setting e.g. regular visitor/other professionals should report bullying behaviour to the DSL or back up
- Parents should report bullying behaviour(as applicable) to the DSL or back up

(b)   Procedures for dealing with incidents including follow-up

Procedures for staff to follow after a disclosure or report of bullying behaviour include:
- staff would report to the DSL (essential if the incident could be deemed to be a serious bullying incident)
- staff /DSL would meet with the children involved
- parents would be notified and invited into school to discuss the incident with the staff involved

Staff would use their professional judgement to ascertain the seriousness of the bullying incident

Following an incident:
- clear line management and communication procedures to all stakeholders must be implemented
- follow up discussions with all parties involved will be implemented in order to monitor the effectiveness of the systems in place

(c)   Procedures for recording bullying behaviour.

In the event of a serious incident, the following action will be taken:
- An entry will be made in the Serious Incident Log by the member of the SLT and appropriate action taken immediately (see above)

(d)   Procedures for dealing with complaints

In the event of a complaint made to the DSL, the appropriate members of staff would be consulted and the matter investigated with the children concerned. After appropriate action has been taken, the complainee would be notified of the procedures put into place. Monitoring and follow up procedures would be implemented.

(e)   Support for children and young people, parents, staff during and *immediately* after incidents

Support will be offered to the child, parents and staff during and after incidents of bullying. (This may include, where appropriate, support from other agencies)   In addition to this, support for the perpetrator to change their behaviour (after the incident has been dealt with) will also be included.

(f)   Range of Actions that may be applied

Each incident will be dealt with on an individual basis and a range of appropriate actions will be considered, ranging from 'time out', loss of playtime, discussion with Peer Mentors and restorative justice approaches.

7.   Intervention Strategies.
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At school we use a range of intervention strategies after any bullying situation or disclosure, or in complex cases. The interventions may include for example:
- other professionals working with the young people involved
- behaviour modification
- behaviour plans or reports
- temporary additional rewards/ activities
- peer support

8.   Preventative Measures

At school we employ a range of measures to actively prevent bullying behaviour e.g.
- Providing a safe and secure environment
- Operating an open door and "OK to Tell" policy
- Offering mentoring, counselling and peer support
- Strong ethos
- Appropriate continuing professional development (CPD) for adults
- Strong communication procedures between home and school. (e.g. frequent communication via diary, getting in touch with parents before an issue can escalate.)

9. Implementation of the Policy.

It is the responsibility of everyone working in school to ensure that the policy is carried out. The Headteacher has overall responsibility and will report to Governors and other relevant stakeholders of any reviews undertaken.
An up to date copy of the Policy and Procedures will be made available to all stakeholders and stored in the office.

10. Monitoring the anti-bullying policy process.

Areas of responsibility:
The designated senior person has overall responsibility for monitoring the number and types of bullying incidents which are reported to Governors annually. The DSL will also monitor and check that recording and reporting procedures are being applied consistently

Cyber bullying
What is cyber bullying?
Cyber bullying is the use of ICT, particularly mobile phones and the internet, deliberately to upset someone else.
This may consist of:
- threats
- harassment
- embarrassment
- humiliation, defamation and impersonation

What does it involve?
This may take the form of general insults, prejudice based bullying, homophobic, sexist or racist, in addition to other forms of discrimination.
As a school we are aware of the potential for incidents of cyber bullying involving: email, VLE, chatrooms, websites, social networking sites, mobile phones, cameras, games and virtual world sites. Another particular risk occurs through age inappropriate content that pupils access.

Features of cyber bullying:
- cyber bullying can take place in any location, 24/7
- audience can be large and reached rapidly
- difficulty in controlling electronically circulated messages means the scale and scope can be greater than other forms of bullying

Prevention strategies
At school, prevention activities are key to ensuring the whole school community clearly understands the serious consequences of cyber bullying, including sanctions. In our school, all staff have a duty of care to inform and supervise children working on any ICT related activity and advise them about home use. These strategies include:
- The network filter restricting sites of concern
- poster and advice information displayed in ICT suite

- e-safety awareness sessions and planned curriculum lessons (proactive and reactive approaches.
- responsible use contracts to be signed by pupils and parents
- permission sought from parents for use of pupil images in different ways (e.g. website, prospectus, social media etc
- control/restrictions on parents taking personal photos or videos at school events (see Photograph usage policy for further information)
- pupil mobile phones or personal cameras are not allowed in school or on school related activities
- individual pupil and staff logins on school computer equipment
- staff monitoring of internet use in school
- safe working practice documents distributed to all members of staff
- e-safety lessons/assemblies conducted for all pupils (at an age-appropriate level)
- staff meeting discussions regarding appropriate use of internet/mobile phone and social networking sites
- staff professional development opportunities
- provision for staff to report any concerns to SLT

Protection for school employees

Whilst employees are private individuals, they also have professional reputations and careers to maintain. Employees are required not to do anything to endanger the health and safety of their colleagues and others.

Employees should take the following steps to protect themselves and their personal information by:
- keeping passwords secret and protecting access to their accounts(including social networking sites)
- stringent staff induction procedures
- not friending pupils on personal social networking services
- keeping personal phone numbers private and not using their own mobiles to contact pupils or parents
- not posting information about themselves publicly that they wouldn't want employers, colleagues, pupils or parents to see
- use search engines to check images and text associated with your name or school
- not personally retaliating to any incident
- keeping evidence of any incident

The Guidance for Safer Working Practices is regularly updated and is the main document on which our policies and procedures in this area are developed from.

Reporting

All incidents should be reported to a member of SLT who will liaise with the network manager regarding further action. School will respond to any incident in a timely and appropriate manner, to support the person concerned and third-party agencies will be contacted if further advice or support is required.

Where the bully is a member of the school community, the school will make an informed evaluation, in consultation with Chair of Governors and the police or Local Authority Designated Officer will be contacted.

Sanctions

Any child found to be in breach of safe internet use guidelines will be prevented from further use of equipment in school time and parents will be informed of the action taken.

In the event of staff breach of guidelines, the matter will be dealt with by the Headteacher and disciplinary procedures started, as appropriate. (Governing Body Disciplinary Committee)