

Introduction

Bullying in all its manifestations, physical, verbal, emotional, through text or computer messaging, is of great concern to all those concerned with the welfare of children, young people and adults within the community. Figures from the University of Wales, Cardiff suggest that as many as 12 young people take their own lives as a result of bullying every year. All children and young people are potentially vulnerable to bullying but those who are black, gay, lesbian, bisexual and/or have differing abilities or physical difficulties suffer most.

Research in Cheshire¹ confirms national figures which indicate that 44% of all children and young people have experienced bullying during the last year. The emotional and mental health and well-being and the personal safety of children and young people is of paramount importance and the Local Authority and its schools have a crucial role in this regard.

Definition of bullying

The Stephen Lawrence Inquiry² recommended that a new definition of a racist incident be adopted.

'A racist incident is any incident which is perceived to be racist by the victim or any other person'

It is proposed that Cheshire County Council Children's Services should adopt a similar definition with regard to ALL bullying of children or by children:

'A bullying incident is any incident which is perceived to be such by the victim or any other person'

The law

Section 78 of the Education Act 2002 requires all maintained schools (other than special schools in hospitals) to offer a curriculum which:

- a) Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- b) Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Some aspects of bullying, e.g. racism, are enshrined in specific laws (Race Relations Amendment Act 2000). Other aspects are covered under Human Rights and other legislation.

The local authority has a specific duty in relation to bullying:

'Since September 1999, local (education) authorities have had specific duties to combat bullying. Schools must have (up to date) anti-bullying policies and procedures and L(E)As must ensure that their schools comply with their duties'

Recommendation 68 in the Stephen Lawrence Inquiry Report stated:

‘That local authorities and school governors have the duty to create and implement strategies in their school to prevent and address racism.’

The DfES accepted that schools should record all racist incidents and report them to the Authority.

Schools and local authorities are liable to prosecution if they cannot evidence that they have done as much as possible to ensure the safety of children and young people in their care. Local authorities and schools also have a duty in law to promote (race) equality and diversity.

The local authority, for reasons stated above, requires all its schools to record and report all incidents of bullying.

Schools

The local authority expects all schools to:

- Use the PSHE and Citizenship curriculum to support the education of all children and young people with regard to e.g. bullying, self-esteem, tolerance, diversity and prejudice
- Develop e.g. buddying schemes in order to ensure all young people have someone to whom they can refer
- Have a named teacher responsible for ensuring the recording, reporting and monitoring of bullying incidents and liaison with parents
- Have a named governor with responsibility for bullying issues

The Ofsted framework for inspecting schools includes assessing the extent to which schools:

- Deal effectively with incidents such as bullying, racism and other forms of harassment
- Are free from all bullying, racism and other forms of harassment.

Developing a policy

All schools must have an up-to-date anti-bullying policy, which is available for inspection and monitoring. The policy is the responsibility of the school governors and as such a named school governor should have responsibility for bullying issues. In developing the policy, schools should ensure that pupils, parents and the wider community are consulted.

The policy should:

- Reflect the culture of the community the school serves
- Be inclusive and identify the responsible member of staff
- Cover how sensitive issues and bullying incidents are to be dealt with
- State how the delivery of personal development work to challenge attitudes and values is undertaken as part of Personal, Social, Health and Citizenship Education curriculum
- Address staff training and development
- State how bullying incidents will be monitored and evaluated.
- State how the school will provide support for pupils who are bullied/are bullies
- Be consistent with, and make links with, other school policies

Information and support for parents is available in the booklet 'Preventing Bullying', A Parent's Guide, Cheshire County Council and Kidscape. An information leaflet for young people 'Being Bullied?' is available through schools. Children and young people will be able to access information and support through www.KOOTH.com

Other Useful Contacts

Cheshire Children's Information Service
www.cheshire.gov.uk (A – Z listing)
Tel: 0800 0852 863

Parentlineplus
www.parentlineplus.org.uk
Tel: 0808 8000 2222

Draft Policy

At Fallibroome we believe that children have a right to be protected in school from all types of bullying, which we define as: -

'Any form of physical and/or verbal abuse. This can take the form of derogatory name-calling; verbal intimidation; social isolation; extortion; physical violence; sexual or racial harassment; psychological intimidation; cyberbullying via text or computer messaging.'

Bullying is any words or actions that are meant to hurt you or your feelings and are repeated often over a period of time and you find it difficult to deal with. We feel this supports the LA definition outlined earlier - *'A bullying incident is any incident which is perceived to be such by the victim or any other person'*

Context of the school

Fallibroome High School is set in a predominantly white, middle class area in Macclesfield, Cheshire with the result that there are few children from ethnic minorities. The specific challenges to the school and the community in relation to equality are, therefore, particularly important in such a predominantly monocultural society. The school is a high achieving one. There are growing numbers of children with Special Educational Needs. Many of these children have physical as well as learning needs and it is our intention to be an inclusive school, welcoming all staff and students irrespective of disability.

Parents are very involved in the school and there is an active parent sub-group within the governing body.

Values framework

Principles

- Fallibroome's ethos is enshrined within one of the school aims: -

'To foster a sense of belonging, care and enjoyment in which all students have the opportunity to develop self-esteem, respect for others, tolerance and self discipline, in which high standards are encouraged and valued'.

This aim allows all students to develop in the way and at the rate which is best suited to them. Students of all abilities learn to live with one another in a community with tolerance and mutual respect. It is to be hoped that this prepares them for the larger community to which they will belong on leaving school. It also provides opportunities for students to take responsibility for themselves and others and to contribute to the overall running and ethos of the school.

- Our objective, with the many facilities at our disposal and the diverse qualifications of the staff, is to provide each child with the opportunity to realise his or her true potential in whatever sphere that may be.
- The school itself is also seen as an integral part of the wider community joining with parents, local associations, churches and senior citizens to foster the aims and objectives of society at large. It is also important that the school maintains its strong links with its feeder primary schools.
- A successful school provides a secure environment in which not only is academic excellence fostered but also each child has an opportunity to enjoy music, art, drama, technology and sport.
- The school is equally concerned with maintaining high standards of morality and behaviour. The motto of the school is 'Prospice' which means 'look forward'. It is our intention to lead the students forward to a richer experience of life and to enable them to achieve the best of which they are capable. For this to happen it is essential for parents and school to co-operate and be mutually supportive in order to ensure the development of a close, happy and fruitful association between us.

Any behaviour which undermines or contradicts the ethos of the school, as set out above, is deemed to be unacceptable e.g. bullying. Further specific guidelines are set out in the school's Code of Conduct, a copy of which is given to all new parents and students, and which is at the heart of the Home/School Agreement which new parents and students are invited to sign.

Specifically Fallibroome High School:

- Strives to ensure that the culture and ethos of the school is one in which everyone is equally valued and treats one another with respect
- Will promote these beliefs through the way the school is staffed, the lessons and subjects that are taught, the learning support provided, relationships with parents, employers, community groups and through all other activities
- Encourage, support and enable all pupils and staff to reach their full potential
- Challenge all forms of prejudice and discrimination; verbal and physical; and promote equality and good relationships
- Work in partnership with parents and the wider community to challenge prejudice and discrimination and establish, promote and disseminate good practice
- Will involve the whole school community in developing policy and practice and ensure dissemination of the policy
- Will work to ensure that all staff, students and parents adhere to the policy

The school will also act to ensure that each and every member of the school community:

- Experiences equality of opportunity
- Feels a full and respected member of the school community

- Has high expectations of themselves, their fellow students, staff, and others with regard to fair treatment.
- Develops an understanding of the importance of diversity and difference
- Develops an awareness of conscious and unwitting prejudice alongside the skills and confidence to challenge instances of prejudicial behaviour, language and attitudes.

Educational aims

As part of its work to promote equality, the school aims to ensure that within its educational provision children are offered opportunities to:

- Understand and celebrate diversity
- Learn about equality in a variety of curriculum areas
- Develop an understanding of global citizenship
- Develop relationships with children from other communities
- Understand the power of language particularly relating to the verbal abuse of anyone
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other
- Recognise and challenge prejudicial attitudes and behaviour
- Develop emotionally and intellectually

The school acknowledges that the development of understanding regarding diversity is progressive and will work with the governors, staff, parents and the LA in order to develop understanding and enhance the school's ability to work with children.

The personal and educational progress of children will be monitored in relation to equality.

In the interests of all children the school will encourage positive appreciation of diversity within the parent community and take a robust stance against discrimination and abusive behaviour.

As a school community we will not tolerate harassment of any kind.

We would hope that through lessons, (not just RESPECT), there is a consistent message of concern for others. This message should also be obvious in all other aspects of school life:

Students talking to students.

Students talking to staff and vice-versa.

Staff talking to staff.

Parents talking to staff and vice-versa.

Charity work, whether it is donations or money raising ventures for the Thursday Fund, one-off appeals etc.

Help in the community.

We will attempt to increase students' self-confidence, which is the only long-term solution to bullying.

In wet weather, students can stay in school in designated areas at break and lunchtime.

Students must, however, behave in a considerate and responsible manner or this privilege will be withdrawn.

Responsibilities

Governing Body will

- Ensure that the school complies with all relevant legislation, including the general and specific duties
- Ensure that the policy and its related procedures and strategies are implemented

Headteacher will

- Along with the governing body, ensure that the policy and its related procedures and strategies are implemented
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- Take appropriate action in any cases of discrimination

People with specific responsibilities

- Mrs. Wardle (SENCO) and Mrs. Law (Director of Teaching and Learning RESPECT) are responsible for co-ordinating equality work
- Mr. Hurst is the member of staff responsible for dealing with reported incidents
- Mrs. H. Law is the named governor with responsibility for bullying issues

All Staff will

- Deal with incidents, identifying and challenging bias and stereotyping
- Promote equality and good relationships and not discriminate
- Keep up to date with legislation by attending training and information events organised by the school, LA or other agency

Teaching Staff will

- Ensure that students from all groups have full access to the curriculum
- Promote equality and diversity through teaching and through relationships with students, staff, parents and the wider community

Visitors and contractors will

- Be aware of, and comply with the school's equality policy

Breaches of the policy

We will consider every breach of the policy in the light of the particular circumstances and, if students are involved take into account their age and the nature of the breach. We will call on support from the LA and/or other agencies as appropriate.

Guidelines for students

1 Students who are victims of bullying should report to:-

the Form Tutor.
the Learning Manager.
The Student Manager.

any member of staff/6th former in an emergency.
any other member of staff they can talk to.

- 2 Reported instances of bullying will always be treated seriously by the staff and investigated.
- 3 Once an instance of bullying has been substantiated, the aim will always be to resolve the problem quickly and effectively. If the bully accepts the injustice of his/her actions, a verbal (calm) EXPLANATION of why it is unacceptable is often enough as long as both the bully and the victim are aware that the situation will be monitored.
- 4 Persistent bullying should involve the parents of both the victim and the bully and until the situation has been successfully resolved one or more of the following sanctions may be invoked:-
 - isolating the bully at break/lunchtime.
 - withdrawing the bully from lessons.
 - liaising with the Student Manager about further/more serious sanction, e.g. involvement of external agencies.
 - formally recording the incidents on the Record Card.
 - possible exclusion by the Headteacher.

Counselling the bully should also form part of the plan of action.

- 5 From the information gained from the questionnaires we will also:-
 - publicise where staff on duty can be found.
 - promote a consistent, positive policy on bullying, in line with the general ethos of the school.
- 6 Following the review of this policy in 1998 and 2002, a 'bully box' is located at Reception. Students may leave signed written statements in this box for Student Manager/Learning Manager to deal with.
- 7 A phone number is also available and students may leave a message on the voicemail. The number is 627235.
- 8 Students and parents can also use the following email address
b.hurst@fallibroome.cheshire.sch.uk

Guidelines for staff

- 1 Any member of staff subjected to bullying should seek advice from their line manager or professional body who will advise about established procedures with regard to employment law
- 2 Further to 1 above the Headteacher and Leadership team are committed to promoting equality and tackling discrimination and prejudice and are always available to members of staff with regard to such issues

Health and Safety

The physical and emotional health and safety of children and young people is fundamental to the practice of the policy and their concerns are always taken seriously. The school will work to ensure that children feel able to express their concerns about verbal and/or physical bullying and that the issues can be dealt with in a constructive and coherent way.

Recording and reporting

The following criteria will be used to decide whether an incident constitutes bullying:

- More than one reported incident has occurred involving the same children or young people
- The child/young person alleging bullying is showing on-going signs of stress/distress

All incidents of bullying will be recorded.

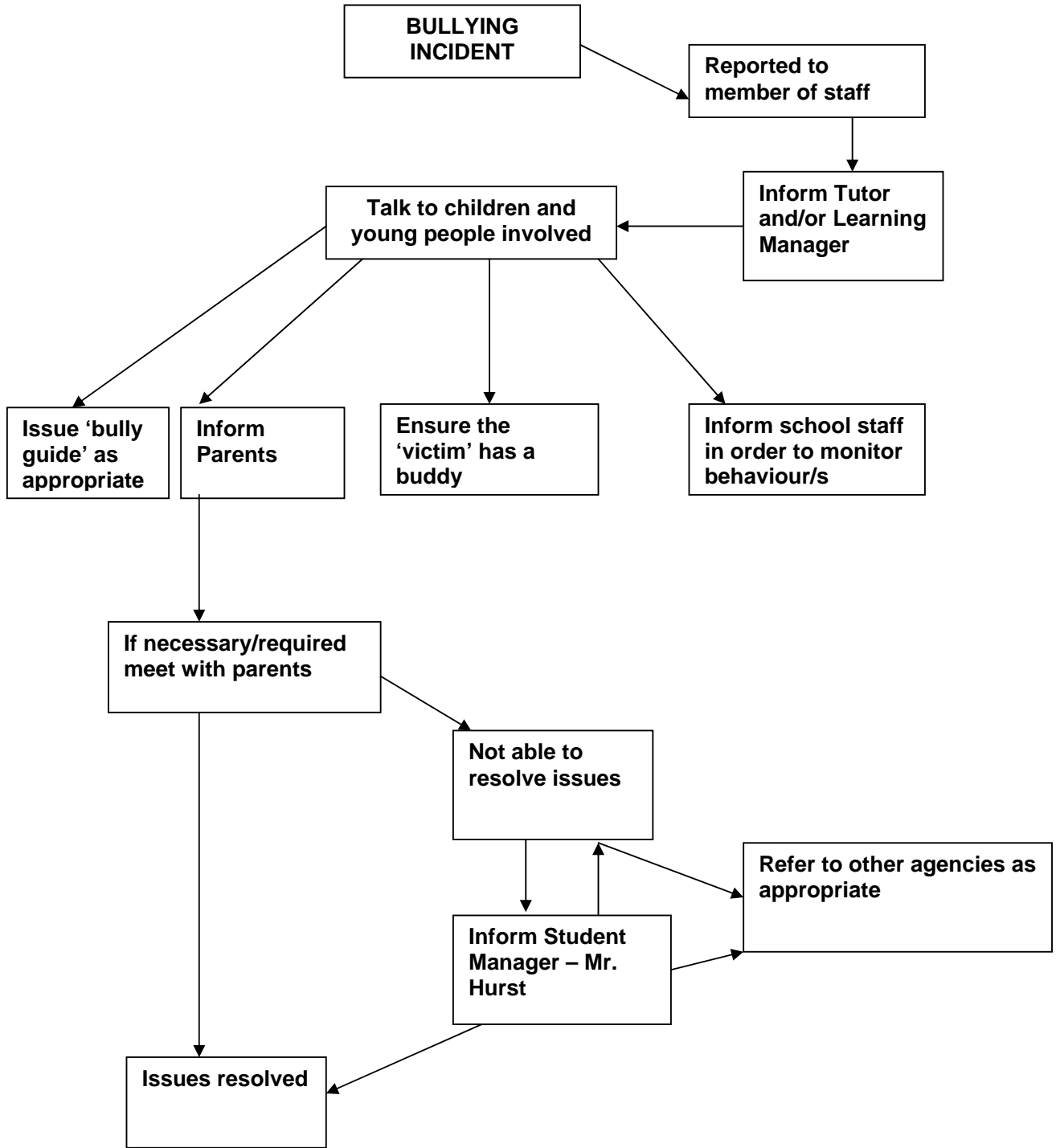
A reporting form is attached.

This policy should be read in conjunction with the 'Behaviour and Attendance' policy and other related policies e.g. 'Equality' Policy etc., which indicate how students are supported in school and what we do to identify potential victims of bullying and prevent instances of bullying occurring. As with all policies the 'Anti-Bullying' policy will be monitored annually and reviewed periodically in line with other policy reviews.

Additional information at the end of this policy includes: -

- **A flowchart for managing bullying incidents**
- **An information leaflet to help victims of bullying, distributed by Learning Managers as appropriate**
- **ChildLine's top 10 tips on 'How to Beat Bullying'**
- **A cyberbullying chart, reprinted with permission of DCSF**
You can download this publication or order copies online at www.teachernet.gov.uk/publications. Search using the ref: DCSF-00685-2007.
Copies of this publication can also be obtained from: **DCSF Publications, PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ**. Tel: 0845 60 222 60; fax: 0845 60 333 60; textphone: 0845 60 555 60. Please quote ref: 00685-2007LEF-EN; ISBN: 978-1-84775-043-3.

Flowchart to manage incidents



CONFIDENTIAL

BULLYING - A GUIDE TO HELP VICTIMS

- * There is no simple solution to bullying but keeping it to yourself is not going to solve it. Whatever you choose to do you can be assured that nothing will be done without your agreement. If the bullying does not stop don't give up and accept it. If you are being bullied consider one or more of the following: -
 - * Drop a note into the 'bully box' or if you don't want to be seen doing this hand a note in to Reception marked 'for the bully box'. Remember to include your name and form. Your Learning Manager or another appropriate member of staff will contact you.
 - * Tell your Form Tutor, Learning Manager, a teacher you feel you can talk to easily or an older pupil.
-
- * Ring the 'bully' hotline 627235.
 - * Tell your parents, older brother, sister or relative.
 - * Keep a log of all bullying incidents in a notebook or your homework diary/planner. Remember to include the name of the bully, the incident, the time and place and the names of any students who were with you or who may have witnessed what happened.
 - * Most bullies will stop their bullying once the effect of their actions has been pointed out to them. If it continues let someone know.



How to beat bullying – ChildLine’s top 10 tips

Here are some ideas about how you can deal with bullying.
Think about your situation, and what options might be best for you.

1. Don't ignore bullying – it won't go away on its own and it may get worse.
2. Tell someone you trust – such as a teacher, parent or friend.
3. Remember – it's not your fault. No one deserves to be bullied.

Here are some other things you might want to think about:

4. Keep a record – and save any nasty texts or emails that you have been sent. ([Download a ChildLine bullying diary](#))
5. Try to stay away from the bullies or stay with a group when you don't feel safe.
6. Ask your mates to look out for you.
7. Try not to retaliate – you could get into trouble or get hurt.
8. Check your school's anti-bullying policy. This will tell you what your school should do about bullying.
9. Try to act more confident – even if you don't feel it.
10. Call ChildLine for extra help on 0800 1111.

BULLYING INCIDENT MONITORING FORM

School:

DfES No:

Section one: your details

Name:

Date:

Job Title:

Time:

Section two: victim's details

Male

Female

Pupil

Year Group

Staff

Visitor

Parent

Other

Ethnic Minority

Looked After Child

Refugee/asylum seeker

Disabled/Special Needs/SEN

Ethnic background

Asian or Asian British

Indian

Pakistani

Bangladeshi

Any other Asian background

Black or Black British

Caribbean

African

Any other Black background

White

British

Irish

Traveller

GypsyRoma

Any other White background

Mixed

Mixed and Black Caribbean

White and Black African

White and Asian

Any other mixed background

Chinese

Any other ethnic background

Religion

None

Hindu

Jewish

Christian

Muslim

Other

Buddhist

Sikh

Language if not English

Section three: incident details

Date and time of incident
Location
Witnessed by
Reported by
Reported to

Type of incident

Name Calling/Insults	Verbal Abuse and Threats	Physical Assault
<input type="checkbox"/> gender related	<input type="checkbox"/> gender related	<input type="checkbox"/> gender related
<input type="checkbox"/> racist	<input type="checkbox"/> racist	<input type="checkbox"/> racist
<input type="checkbox"/> homophobic	<input type="checkbox"/> homophobic	<input type="checkbox"/> homophobic
<input type="checkbox"/> SEN	<input type="checkbox"/> SEN	<input type="checkbox"/> SEN
<input type="checkbox"/> other (<i>specify</i>)	<input type="checkbox"/> other (<i>specify</i>)	<input type="checkbox"/> other (<i>specify</i>)
	<input type="checkbox"/> incitement of others to behave in an offensive manner	

Provocative behaviour

Please Tick ✓	gender	racist	Homo - phobic	Related to disability/special needs/SEN	Other
Graffiti					
Personalised (intended) Comments during discussions					
Ridicule of an individual's Cultural differences					

Refusal to co-operate with other people because of their

<input type="checkbox"/> race	<input type="checkbox"/> colour	<input type="checkbox"/> gender
<input type="checkbox"/> ability/disability	<input type="checkbox"/> sexual orientation	<input type="checkbox"/> ethnicity

If necessary please give brief details in Section Six

Section four: perpetrators details

- Male Female
- Pupil Year Group Staff Visitor Parent
- Other Ethnic Minority Looked After Child
- Refugee/asylum seeker Disabled/Special Needs/SEN

Ethnic background

Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

Black or Black British

- Caribbean
- African
- Any other Black background

White

- British
- Irish
- Traveller
- GypsyRoma
- Any other White background

Mixed

- Mixed and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background

Chinese

Any other ethnic background

Religion

- None Hindu Jewish
- Christian Muslim Other
- Buddhist Sikh

Language if not English

How many Male Female

If more than one perpetrator please enter this information for all perpetrators separately.

Section five: action taken

- Investigation revealed that the incident was not racially motivated
- Perpetrator exonerated, no further action
- Perpetrator reported to Headteacher or other senior manager
- School policy on racism explained to perpetrator
- Parents/guardians informed
- Fixed term/permanent exclusion (delete as appropriate) of perpetrators
- Graffiti removed
- Material confiscated and removed
- External agencies involved (please specify)
- Other
- Victim supported and counselled
- Action taken to educate/inform perpetrator on disability/SEN/Human rights

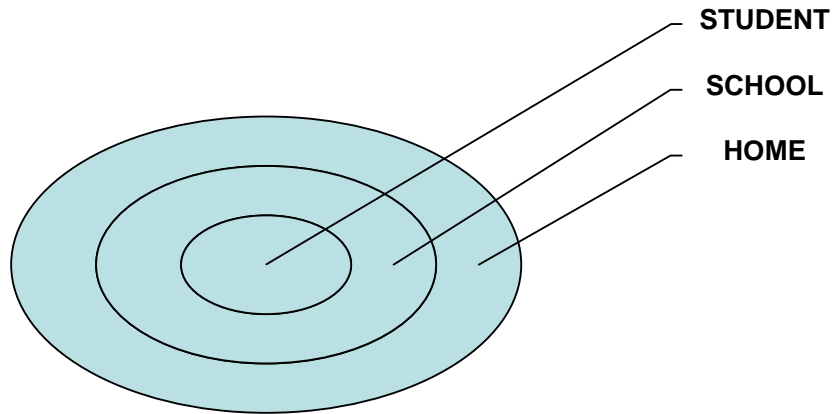
Section six: further details

Further details you may wish to add (please continue on separate sheet if necessary)

CYBERBULLYING

<u>Technology:</u>	<u>Great for:</u>	<u>Examples of misuse:</u>
Mobile phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messenger (IM)	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chatrooms and message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
Email	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
Social network sites	Socialising with your friends and making new ones within online communities. Personalising homepages and profiles, creating and uploading content. Allowing young people to be creative online, even publishing online music.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
Virtual Learning Environments (VLEs)	School site, usually available from home and school, up for tracking and recording student assignments, and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles people in the same local area. Virtual worlds let users design their own avatars – figure that represent them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.

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Ratified by Governors 8 July 2008