



# Fulford School

## Anti-Bullying Policy

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### Table of Contents

Rationale	2
Aims	2
Definitions and Signs	2
Cyber-bullying	3
Statutory duty of schools	3
Bullying outside school premises	3
Criminal law	4
Safeguarding children and young people	4
Implementing the policy	4
Preventing and reacting to bullying	5
Our school will take a react to bullying in a range of ways	5
Reporting and recording incidents of bullying	8
Reporting arrangements for parents	8
Data-collection management	9
What sort of data can be collected and used?	9
Communicating the policy	9
Monitoring, evaluation and review	9
Links to whole school polices	10
Appendix A – Mobile Phone Policy	11
Additional Information	13
Support for parents	13

## **Rationale**

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our school and communities and each of us involved in education has a role in creating a culture in school where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people. Bullying has no place anywhere in the school community, and this applies both to the bullying of pupils and teachers.

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.

Schools need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying — including prejudice-driven bullying and cyber bullying. Schools, with the support of parents, the wider community, the local authority and young people themselves, need to take effective action to prevent bullying happening in the first place. A preventative approach helps schools to safeguard the well-being of their pupils and staff, as well as playing their part in creating a society in which we all treat each other with dignity and respect.

## **Aims**

At Fulford School, the aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

This policy will:

- Raise awareness across the school that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.
- Promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being.
- Ensure a consistent response to bullying, with effective support in place for both the person being bullied and the person doing the bullying.

## **Definitions and Signs**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (Preventing and Tackling Bullying 2012 DFE)

Bullying can be:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. (DCSF Homophobic bullying)

At Fulford School we recognise that bullying can be by students on students, students on adults and by adults on students.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

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

### **Statutory duty of schools**

There are various legal requirements on and powers for schools that relate to bullying (including homophobic, racist and cyber bullying). In particular, the Education Act 2002; Education and Inspections Act 2006; Equalities Act 2010, Children Act 1989 and guidance from the DfE 'Preventing and Tackling Bullying' 2012/13. The Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the head teacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

The law empowers head teachers, to such extent as is reasonable, to regulate the behaviour of students when they are off school site (which is particularly pertinent to regulating cyber bullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.

### **Bullying outside school premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village center.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## **Safeguarding children and young people**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to their local authority children's social care.

## **Implementing the policy**

For the successful implementation of the policy, our school will ensure that the following statements are true.

For students who experience bullying:

- they are heard.
- they know how to report bullying and get help.
- they are confident in the school's ability to deal with the bullying.
- steps are taken to help them feel safe again.
- they are helped to rebuild confidence and resilience.
- they know how they can get support from others.

For students who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge.
- they learn how they can take steps to repair the harm they have caused.

For schools:

- the whole school community is clear about the anti-bullying stance the school takes students, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
- every chance is taken to celebrate the success of anti-bullying work.
- all students are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school-inspection requirements.
- they promote a school climate where bullying and violence are not tolerated and cannot flourish.
- they continually develop best-practice based on knowledge of what works investing in specialised skills to help their staff understand the needs of their students, including those with Special Educational Needs and/or disability (SEND).

- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary.
- curriculum opportunities are used to address bullying.
- student support systems are in place to prevent and respond to bullying.
- all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying.
- all staff are aware of the importance of modelling positive relationships.
- data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community.
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying.
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure.
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child.
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.
- we will also support parents to help keep their child safe whilst using the internet through the IT curriculum and the understanding of risk, through our website which has links to Child Exploitation Online Protection unit, through presentations by specialist trainers and specialist information leaflets. (e-safety presentations).

### **Preventing and reacting to bullying**

Our school will take a preventative approach to bullying in a range of ways:

Leadership:

- Promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying policy.
- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying work in the school.
- Link with other schools in a local school partnership and with Local Authority strategies.
- The school will seek the Anti Bullying Kitemark.

Use of curriculum opportunities:

- Personal Development lessons are used to discuss issues around diversity and draw out anti-bullying messages.
- The Secondary SEAL programme, which is included in the Personal Development curriculum, is a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying.
- Curriculum time to develop online safety, e.g. IT and Personal Development curriculum.

Use of other opportunities to raise awareness:

- Anti-Bullying Week (ABW) events in November of each year.
- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying.
- Whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy. Student leaders will take an integral part in these assemblies.

- Events which can prompt further understanding of bullying, such as theatre groups, exhibitions and current news stories.

Student voice:

- Engage students in developing anti-bullying policy and practice is an effective form of prevention.

Structured data gathering:

- Gathering information and data on the views and experiences of students, staff and parents in relation to bullying will enable the school to monitor and evaluate its anti-bullying work better.

Improving the school environment:

- Use available data to identify how the school environment, and travel to and from school can be made safer can help to reduce incidents of bullying.

Working with Children's Services:

- To ensure that partner agencies such as the Education Psychology Service, Child and Adolescent Mental Health Services (CAMHS) are engaged with anti-bullying work and student safeguarding has a high priority.

Our school will take a react to bullying in a range of ways:

- Clear and effective student-reporting systems.

Our school has systems in place to enable students to report bullying incidents. Student-reporting systems include:

- Confidential and varied routes to report bullying.
- Effective and fair investigation.
- Listening strategies.
- Follow-up systems to ensure that agreements are sustained.
- Support to students who are bullied.

They will be reassured that they do not deserve to be bullied and this is not their fault. We will assure them that it was right to report the incident.

For those students who have bullied we will:

- Listen effectively.
- Use effective and fair investigation by interviewing the student (or students) involved in bullying separately.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- Follow-up systems to ensure that agreements are sustained.

Use of sanctions and learning programmes:

At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. At Fulford School we expect all students to be proactive and seek help from the Proactive Support team if they witness another student being hurt or they are concerned about their friends.

Sanctions have a number of purposes:

- to impress on the perpetrator that what he/she has done is unacceptable.
- to deter him/her from repeating that behaviour.
- to signal to other students that the behaviour is unacceptable and deter them from doing it.

Our sanctions ensure that they address bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated. We will consider sanctions under our school's Behaviour/Discipline Policy. Including:

- Removal from the group.
- Withdrawal of break and lunchtime privileges.
- Detention.
- With holding participation in school events that are not an essential part of the curriculum.
- It also includes fixed term and permanent exclusion from school.

When other strategies and sanctions do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The Department for Children Schools and Families' guidance for exclusion appeal panels makes clear that students responsible for violence or threatened violence should not normally be re-instated.

Students must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion makes clear that 'exclude...means exclude on disciplinary grounds'.

Strategies are also in place to provide an opportunity for the student to put right the harm they have caused.

Use of reward and celebration strategies:

Our school uses a range of rewards and celebration strategies to encourage students to behave well and take care of each other, including:

- Use of the Anti Bullying Kitemark to communicate and celebrate the school commitment to anti-bullying.
- Developing the roles students can play including peer mentoring.

Our school involves students in promoting a positive whole school ethos (including the prevention of bullying) in a number of ways:

- Through class, circle or tutorial time in understanding the needs of their peers.
- Communicating in assemblies the Anti-Bullying message.
- Through identified places for students who are vulnerable to spend time at lunch and breaks.
- Through assertiveness training which can help rebuild confidence and resilience for a child who has been bullied.
- Through active participation in the SEAL programme.
- Through being encouraged to have a say about the reward and sanction policy of the school to ensure they view sanctions as fair and make them feel they have an influence over tackling the issue.
- Engaging parents/carers.
- The provision of Peer Mentors, House Captains, Assistant Tutors, Mentors and Young Leaders.
- The provision of safe nurture spaces including the Resource Centre, Base, Games club, Homework Club, ProActive support.

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.

We are legally required to have a complaints procedure and to make parents aware of this.

### **Parenting contracts and orders**

Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

When parents refuse to engage voluntarily and where their child's behaviour has led to, or has the potential to lead to, exclusion, then a court-imposed parenting order may be sought.

### **Reporting and recording incidents of bullying**

We encourage students to report bullying in confidence using a variety of methods. However, if student safety is at risk then school staff cannot keep the information confidential. Staff will use their judgement as to how to speak to the students about this.

A range of strategies are used in school to encourage reporting:

- House Captains, Assistant Tutors, Mentors, Young Leaders and Peer Mentors
- Email and text systems
- Drop-in facilities to talk with ProActive and ReActive support teams
- Talking to teachers, support staff and pastoral teams

These systems work well because:

- Students have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse.
- Students can access reporting routes easily.
- Students know who will deal with their concerns, and have trust both in them and the systems which the school uses.
- Students are aware that malicious reporting relating to students or staff will be taken seriously and could incur a disciplinary sanction.

### **Reporting arrangements for parents**

Parents are frequently the ones to report bullying incidents to the school. If a parent contacts the school:

- Reception staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures, and are clear about steps to be taken.
- Reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying.
- Parents should have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child.
- Staff will take actions to agreed timescales and report progress to parents.
- Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.



We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure.

### **Data-collection management**

All incidents of bullying, including by type, are discussed with the school governors throughout the year and annually to identify any trend that may be developing.

Keeping records of bullying incidents enable us to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision-making in the event of complaints being made
- engage and inform multi-agency teams as necessary

We use bullying data to:

- create evaluation reports for:
  - students, parents and staff in order to demonstrate openness and to celebrate progress.
  - governors in order for them to monitor the anti-bullying work of the school.
- inform the evidence presented in the school Self-Evaluation Form (SEF), which forms a key part of the evidence for Ofsted's inspection of schools.

What sort of data can be collected and used?

We keep information on the date and type of incident as standard but also record data on:

- information on what action the school took and the impact this had on the bullying.
- a range of data from student surveys including quantitative data and perception data.
- records of peer-mentoring initiatives.
- exclusions data related to bullying.
- transfer and admissions data, specific requests for transfer due to bullying or harassment.
- data from Ofsted reports.
- information contained in school-improvement plans.

### **Communicating the policy**

As a school, we summarise the behaviour and anti-bullying policies within staff handbooks, and include them within induction programmes for all staff (including voluntary, temporary and supply staff).

The policy is always accessible to parents/carers and can be found on the Fulford School website or from contact with the School Office.

Students are made aware of the policy through a range of means including assemblies, tutor times, lessons, House council meetings etc.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Links to whole school polices**

This policy links to other whole school policies and practices on:

- Curriculum policies, in particular Personal Development, and the Social and Emotional Aspects of Learning (SEAL) programme and Sex and Relationship Education policy.
- Child Protection and Safeguarding policies.
- School-improvement plan.
- Behaviour policy.
- The School Code of Conduct.
- Home School Agreement.
- Complaints Policy.

## **Appendix A – Mobile Phone Policy**

### Rationale

As the nature of exam courses change and more materials are made available in digital form, students are increasingly required to use and to produce materials in digital form to aid learning. The school hopes to recognise the benefits to learning by offering students the opportunity to use their own mobile devices (laptop, tablet or mobile phone) in school to support their learning.

The level of use depends on the year group that a student is and is broken down as follows.

### Sixth form students

Mobile devices must be in silent mode on the school site.

Students are permitted to use their mobile device in lessons as and when directed by their teacher.

Sixth form students are able to connect their device to the Fulford wireless network. This will allow them to access websites etc. that may be of benefit to them in their studies.

### Year 11 students

Mobile devices must be in silent mode on the school site.

Students are permitted to use their mobile device in lessons as and when directed by their teacher. On these occasions students should set their device into 'Airplane' mode.

Year 11 students are able to connect their device to the Fulford wireless network in order to support them with their studies.

Mobile devices must not be used outside of lesson time whilst on the school site. The only exception to this is that Year 11 students can use their mobile device when in the Youth Centre at lunchtime.

### Year 7, 8, 9 and 10 students

Students are permitted to use their mobile device in lessons as and when directed by their teacher. On these occasions students should set their device into 'Airplane' mode.

Mobile devices must not be used outside of lesson time whilst on the school site.

### Guidelines for Acceptable Use of Mobile Devices For All Students

The use of personal devices falls under the acceptable use policy which all students must agree to, and comply with.

Mobile devices must in silent mode on the school site.

There are no secure facilities provided at school to store mobile devices. Students should therefore keep their mobile device with them at all times.

There are no facilities to charge mobile devices whilst at school so students should ensure their device is fully charged at the start of the day.

Students bringing their mobile device into Fulford School do so at their own risk and they are expected to act responsibly with regard to their device.

Fulford School is not able to provide support in relation to maintenance, upkeep, installing of updates or repairing software or hardware issues on mobile devices.

Fulford School is in no way responsible for mobile devices that are broken, lost or stolen at school or during school related activities.

Students shall not store or distribute pictures, videos or any other material relating to students or staff without their permission. Distribution includes sending an email/text to one person.

Students must check their mobile device daily to make sure that it is free from unsuitable material, viruses etc before bringing the device into school.

In situations where there is evidence of misuse of mobile devices one or more of the following sanctions may apply:

- Confiscation of mobile devices. This would then be kept securely until collected in person by parent/carer.
- Privileges of using mobile devices would be removed for a given period of time.
- Sanctions as appropriate according to the severity of the incident.

## **Additional Information**

### **Establishing Safer School Partnerships (SSPs)**

Establishing a Safer School Partnership (SSP) with the local police can be an effective prevention strategy and effective reaction tool. The aims of an SSP are to:

- Reduce the prevalence of crime, anti-social behaviour and victimisation amongst children and young people, and to reduce the number of incidents in schools and their wider communities.
- Provide a safe and secure school community which enhances the learning environment.
- Engage children and young people, challenge unacceptable behaviour, and help them develop respect for themselves and their community.
- Ensure that children and young people remain in education, are actively learning, healthy and achieving their full potential.

In terms of dealing with incidents of bullying at the time they occur the vast majority can be handled by the school. However, if a serious assault or injury occurs as a result of bullying the police should be involved.

### **Restorative justice**

The use of restorative approaches in schools developed from experience of restorative justice in the youth and criminal justice systems. The principle is that the pupil causing harm is held to account for their behaviour. This means:

- accepting responsibility for the harm caused to the individual being bullied.
- accepting responsibility for the harm caused to others (e.g. staff, friends or family).
- recognising the need to take action to begin to repair the harm caused.
- agreeing a range of actions in conjunction with all those involved which will be monitored over an agreed period of time.

There is a range of restorative approaches, from informal meetings with pupils where they can talk through their issues in a structured way, to, at the most formal end, a restorative conference with an independent facilitator. Restorative approaches can be effective when the requisite time and resources are invested, but it is important that they are used in conjunction with, not in place of, sanctions.

### **Support for parents**

Within the LA, Parents can contact the School Services on 01904 554246.

Parents can contact Parent line Plus on 0808 800 2222 for further advice on helping their child to deal with bullying. Parent line Plus offers a 24-hour confidential and free line for parents staffed by trained volunteers, as well as materials, workshops and courses that give parents tools and ideas to build closer relationships with their children, and to help their children to make the most of life. There is extensive information on the [Parent line Plus](#) website where the leaflet on helping parents worried about bullying, [Be Someone to Tell](#), can be downloaded.