



Fulbrook Middle School

Anti-Bullying Policy

Issue No.	Author or Reviewer	Date Written or Reviewed	Date Approved by FES/PEAP	Date Approved by FGB	Next Review Date
1	A Goodwin	April 2016	Nov 2016		May 2017
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FULBROOK MIDDLE SCHOOL

ANTI-BULLYING POLICY – January 2021

This policy is written in accordance with the School's:

Safeguarding and Child Protection Policy

Relationship and rewards Policy

E Safety and Acceptable User Policy

SEND Policy

WHAT IS BULLYING?

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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DfE Preventing and Tackling Bullying – July 2017)

Fulbrook Middle School's Peer Mediators say:

“We believe that all members of the school community should be able to learn and achieve in a safe, secure and orderly environment in which each person is treated with respect.”

Bullying can be direct and indirect types of bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Psychological	Reduction of self-esteem by an action that is hurtful towards appearance, gender, race, disability, or family circumstances
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

It can be identified and classified as happening:

Several Times On Purpose- STOP

Our aims:

- To create an ethos in which attending Fulbrook Middle School is a positive experience for all members of our community
- To use restorative approach to rebuild relationships
- To develop a Culture of Kindness
- To make it clear that all forms of bullying are unacceptable at our school
- To enable everyone to feel safe while at Fulbrook Middle School
- To encourage pupils to report incidents of bullying including cyberbullying

- To deal with each incident of bullying as quickly and effectively as possible, taking into consideration the needs of all parties and of our community
- To reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change
- To liaise with parents and other appropriate needs of our community
- To ensure all members of our community feel responsible for helping to reduce bullying
- To ensure all members of our community will be listened to and taken seriously
- To involve all our pupils in decision-making matters about anti-bullying that concern them
- To make sure that all adults who have contact with pupils, including midday supervisors, part-time staff, volunteers, etc. know how to respond if they witness or are told of a bullying incident

Forms of bullying covered by this policy:

1. Bullying related to race, religion of culture
2. Bullying related to SEND (special educational needs and/or disability)
3. Bullying related to appearance or physical/mental health conditions
4. Bullying related to sexual orientation (homophobic bullying)
5. Bullying of young carers, children in care or otherwise related to home circumstances
6. Sexist, sexual and transphobic bullying
7. Bullying via technology – “cyberbullying”

Preventing, identifying and responding to bullying:

- Train all staff including teaching staff, support staff (including administration staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Consider all opportunities for addressing bullying in all forms throughout the curriculum

- Use a range of approaches to support the curriculum such as displays, assemblies, Peer Mediators¹ and school council
- Actively create “safe spaces” for vulnerable children
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied such as Restorative Approaches
- Ensure peer mediators are fully-trained and supported by the Ann Frank Trust, meet regularly, plan and implement year-long ongoing campaigns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Actively provide systematic opportunities to develop pupils’ social and emotional skills including their resilience
- Regularly update and evaluate approaches towards developments of technology and social media
- Provide advice and education to all members of the community including parents regarding positive online behaviour
- Children with SEN and/or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all
- Work with other agencies and the wider school community to prevent and tackle concerns
- Celebrate success and achievements to promote and build a positive school ethos through a Culture of Kindness

¹ A group of pupils in Year 8 has been trained, by our friends at the Anne Frank Trust, to become peer mediators, who act as intermediaries to resolve conflict or unkind behaviour within the school environment. Staff have also been trained on how to implement restorative approaches in the school.

Restorative approaches in schools can be used to challenge the prejudice and discrimination found in hate incidents or bullying, before they escalate. As facilitators, pupils will enable those harmed to communicate with the person who caused the harm.

If the harmer takes responsibility for their actions and acknowledges the impact this has had on the person who they harmed, it is hoped this will lead to a change of behaviour and the opportunity to make amends.

Involvement of pupils:

We shall:

- Regularly canvas children's views on the extent and nature of bullying;
- Ensure that all pupils know how to express worries and anxieties about bullying;
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve pupils in anti-bullying campaigns organised by the Peer Mediators in school and embedded messages in the wider school curriculum;
- Publicise the details of help lines and websites;
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers:

- Ensure that key information (including policies and named points of contact) about bullying are available for carers/parents in a variety of formats.
- Make sure that all parents/carers know who to contact if they are worried about bullying;
- Ensure all parents/carers know about the complaints procedure and how to use it effectively.
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying;
- Ensure that parents work with the school to role model positive behaviour to pupils, both on and offline.
- Ensure that parents/carers know where to access independent advice about bullying.

Investigating allegations of bullying:

When parents have raised a concern about a potential bullying issue, it is important that they be assured that action will be taken. Our response will be as follows:

- A member of senior leadership (SLT) or Head of Year (HOY) will contact the parent making the report
- All parties concerned will be talked to establish what has happened and if the incident is considered bullying
- The member of SLT or HOY will talk to the parents of the victim and the parents of the bully (usually done separately) within five working days

- Parents will be made aware that the details of any child, other than their own, cannot be discussed

Procedure for managing a bullying incident:

- It will be investigated immediately and a recorded on Integris
- The victim and person(s) suspected of bullying will be listened to and a record kept of what is said
- Witnesses will be interviewed and encouraged to tell what they know

If it is clear that bullying has occurred:

- It will be made clear to the bullies that such behaviour is not acceptable
- He/she will be helped to understand the effects of the behaviour on others and to take responsibility for his/her actions
- Both sets of parents will be informed by letter, email or phone call
- A restorative approach will be taken to find a solution to the problem if all parties agree
- Sanctions will be explained to the bully and the victim
- Sanctions will be directed at the "behaviour" not the pupil
- Sanctions will be in line with the School's Relationships and rewards Policy and may include: official warnings, restorative meetings, removal of privileges, fixed-term and permanent exclusions, speaking with the police or local services
- The situation will be monitored and follow-up action taken where necessary
- CYBERBULLYING - When responding to cyberbullying concerns the school will take all available steps to identify the bully including looking at the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police if necessary. *(Police will need to be involved to enable the service provider to look into the data of another user)*
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's relationship and rewards policy
- The situation will be monitored and follow-up action taken where necessary

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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 centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should 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 pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

ONLINE BULLYING

You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately. Pupils should report such incidents to a trusted adult and adults should seek support from their line manager or a senior member of staff.

- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
- Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's procedures
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments
- If they refuse, it should be an organisational decision what to do next – the matter could be reported to the social networking site if it breaches their terms, or guidance could be sought from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre

If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

For more information on how to respond to cyber-bullying please refer to the 'further resources' section of this policy.

Supporting pupils:

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or member of staff of their choice or Peer mediator;
- Restoring self-esteem and confidence;
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate;
- Reassuring the pupil and providing continuous support;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change;
- Informing parents/carers to help change the behaviour and attitude of the child;
- Providing appropriate education and support;
- In the case of online bullying: removing content and reporting account/content to service provider if necessary;
- Speaking with police or local services;
- Appropriate sanctions given in line with school policy.

Reporting incidents of bullying: advice for parents/carers:

Please make a report in person to the school by phone, letter or email.

Our contact details are:

Fulbrook Middle School,

Weathercock Lane,

Woburn Sands,

Beds.,

MK17 8NP

Telephone: 01908 582022

Email: office@fulbrookmiddleschool.org.uk

Frequently Asked Questions

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises or online is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.

Further sources of information

Other departmental advice and guidance you may be interested in

DfE Behaviour and Discipline in Schools Guidance

Mental health and behaviour in schools advice for school staff

Counselling in schools a blueprint for the future: advice for school leaders and counsellors

Keeping Children Safe in Education (KCSIE)

Working together to safeguard children

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014

Power to tackle poor behaviour outside school The Equality Act 2010

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Intenet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the AntiBullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective antibullying practice in relation to sexual bullying.