

Integrated Services Programme

ISP Schools Anti-Bullying Policy

*This policy is written with reference to
Safe To Learn: Embedding Anti Bullying work in Schools (DCSF April 2008)*

Safe To Learn

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.

At ISP Schools we believe that bullying is neither an inevitable part of school life or a necessary part of growing up. Only when all issues of bullying are addressed will a young person be best able to benefit from the opportunities available to them at school.

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.

Bullying may be defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".
(Safe To Learn April 2008)

Statutory Duty of Schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of the staff, Foster Carers/Parents and pupils.

Why Is An Anti-Bullying Policy Necessary?

We in ISP believe that students have a right to learn in a supportive, caring and safe environment. Students in our schools are vulnerable and should not have to fear bullying.

All institutions, large and small contain some students with the potential for bullying behaviour. ISP Schools are no exception. If a school is well-disciplined and organised, it can **minimise** the occurrence of bullying. Our schools have a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is **WRONG** and will not be tolerated.

The child bully can be helped to develop better ways of behaving, ***provided that:***

- ◆ **There is an whole-school anti-bullying ethos to which both staff and children are genuinely committed**
- ◆ **Everyone knows and understands what bullying is and why bullies bully**
- ◆ **Everyone knows and understands that bullying is unacceptable**
- ◆ **Incidents of bullying are nipped in the bud**

- ◆ **The bully is called to account in a firm but supportive manner**
- ◆ **The bully is subsequently supervised and supported in learning more appropriate ways of interacting with other students**
- ◆ **All students are taught to be assertive**
- ◆ **All students are taught to spot bullying and report it**
- ◆ **All students are empowered to help both target and bully**

It is important therefore that our schools have a clear written policy that promotes this belief, where both pupils and Foster Carers/Parents are fully aware that any bullying complaints will be dealt with firmly, fairly, and promptly.

What Is Bullying?

- Bullying is behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally (Safe to Learn 2008)
- Bullying is the breaking down of a person – it is the wilful, conscious desire to hurt, threaten or frighten

Bullying can occur through several types of anti-social behaviour. It can be:

- ✓ **Physical.** A young person can be physically punched, kicked, hit, spat at, etc.
- ✓ **Verbal.** Verbal abuse can take the form of name calling. It may be directed towards physical/social disability, or personality, sexuality or family, academic performance, etc.
- ✓ **Exclusion.** A child can be bullied simply by being excluded from discussions or activities with peers.

- ✓ **Damage to Property Or Theft.** Pupils may have their property damaged or stolen. The bully may use physical threats in order that the student hands over property to them. This can include threats to give money to the bullies.
- ✓ **Cyber bullying** can be defined as the use of information and Communications Technology (ICT), particularly mobile phones and the internet deliberately to upset someone else.
- ✓ **Race Religion or Culture** The indirect or direct racist hostility which black and multi ethnic children, children of different faiths and traveller children can experience in a number of situations.
- ✓ **Bullying related to special educational needs (SEN) and disabilities** Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying.
- ✓ **Bullying related to appearance or health conditions** Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour.
- ✓ **Bullying Related to Sexual orientation** Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying.
- ✓ **Sexist and sexual bullying** affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

What Bullying Is Not

Bullying is **not** an isolated incident of aggression between young people. Disputes will take place, and will be dealt with accordingly. Unpleasant as these incidents are, they are not bullying and should not be reported as such.

What Can You Do If You Are Being Bullied?

- ◆ Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- ◆ Be proud of who you are. It is good to be an individual!
- ◆ Try not to show that you are upset. It is hard, but the bully thrives on someone’s fear.

- ◆ Stay with a group of friends or with other people. If this is not possible seek out an adult and stay where you are visible to them.
- ◆ Be assertive. Shout “NO!” Walk confidently away. Go straight for an adult or member of staff.
- ◆ Fighting back won’t help and will probably make things worse. Hurting people for whatever reason is never acceptable.
- ◆ It is best to tell an adult straight away. You will get immediate support.

“Teachers [and Teaching Assistants] will take you seriously and will deal with bullies in a way that will not make things worse for you. You can never see inside the victim’s head.”
(Dr Brendan Byrne)

Remember that your silence is the bully’s greatest weapon!

If You Know Someone Is Being Bullied....

- ◆ TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- ◆ If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers and teaching Assistants have ways of dealing with the bully without naming you.
- ◆ Do not pretend to like what the bully is doing to others. Tell them how you feel if you can – it may make them think about what they are doing, they may not realise how hurtful their actions are!

As A Parent/Foster Parent:

- ◆ If you feel your child may be the victim of bullying behaviour, inform the school AT ONCE. Your complaint will be taken seriously and appropriate action will follow.
- ◆ Always take an active role in your child’s education. Enquire how their day has gone, who they have spent time with, how lunch time was spent etc.
- ◆ Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- ◆ It is important that you advise your child not to fight back. It will make matters worse.

- ◆ Tell your child that there is nothing wrong with them. It is not the child's fault that they are being bullied.
- ◆ Make sure your child is fully aware of the school policy concerning bullying and ensure that they are not afraid to ask for help.
- ◆ If you are in any way concerned about the way the school has dealt with your child's concerns ask for a meeting with the class teacher, Teacher in Charge or the Head Teacher.

As A School:

- ◆ We in ISP will treat bullying as a serious offence and take every possible action to eradicate it from our schools.
- ◆ Display Anti-Bullying charters at various locations around the schools.
- ◆ Organise supervision, monitoring and break time activities to minimise opportunities for bullying.
- ◆ Use any opportunities to discuss aspects of bullying and the appropriate way to behave towards each other, e.g. Social and Personal Health Education programme, Citizenship, R.E and through assemblies.
- ◆ Deal quickly, firmly and fairly with any complaints, involving all professionals around the young person where necessary.
- ◆ Review the school policy.
- ◆ The school staff will continue to have a firm but fair discipline structure. The rules should be few, simple to understand, displayed within the class room and regularly discussed with the students.
- ◆ Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This will include a review of what friendship really is.
- ◆ Encourage students to treat themselves and others with respect.
- ◆ Provide Anti-Bullying resources such as books and videos.
- ◆ Place suggestion boxes in schools.

What You Can Do If Your Child Is A Bully

Every bully is somebody's child. If you suspect or know that your child is bullying, you must investigate it thoroughly and act immediately. Like all behavioural patterns, bullying is learned and practised repeatedly. Students who attend ISP schools have often been subject to abuse etc. and bullying can be a way of gaining some control in their lives; often it is the only way the student has of showing their own past trauma/treatment. Most students re-direct their pain and confusion onto other people and bullying is often a way for these students to create the chaos which feels 'familiar'. By following the guidelines for the Foster Carer above you will ensure that the child who may bully receives the help **they** deserve.

Immediate Responses to Bullying

If you come across bullying what should be done?

Do:

- ◆ Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- ◆ Take all incidents or reports seriously
- ◆ Take action as quickly as possible
- ◆ Think hard about whether the action needs to be private or public; who are the pupils involved?
- ◆ Reassure the target(s), don't make them feel inadequate or foolish
- ◆ Offer concrete help, advice and support to the target(s)
- ◆ Make it plain to the bully that you disapprove
- ◆ Encourage the bully to see the target's point of view
- ◆ Punish the bully if necessary using the disciplinary system, but be very careful **how** this is done. Reacting aggressively or punitively gives the message that it's alright to bully if you have the power
- ◆ Explain clearly the punishment and why it is being given

Involving others

Do:

- ◆ Inform school management and/or other appropriate person eg Teacher, Teaching Assistant
- ◆ Inform colleagues if the incident arose out of a situation where everyone should be vigilant
- ◆ Inform all professionals via an incident report or file note system
- ◆ Set up professionals meeting to discuss concerns and strategies for both the bully and the target
- ◆ Ensure that debrief takes place with all young people involved
- ◆ Discuss in class meetings chaired by Teacher in Charge and attended by Foster carer
- ◆ Highlight issues on risk assessment – monitor accordingly
- ◆ Develop a system of feedback specifically to report on issues of bullying
- ◆ Develop the outline of a day of workshops to run in conjunction with the PSHE programme – to include all areas of ISP

For Further Details and guidance please see

Safe to Learn: Embedding Anti-bullying work in Schools (DCSF April 2010)

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/

SAFE TO LEARN: CYBERBULLYING

Understanding cyber bullying

1. Cyber bullying can be defined as *the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else*. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

2. Research into the extent of cyber bullying indicates that it is a feature of many young people's lives. It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by pupils.

3. Cyber bullying, like all bullying, should be taken very seriously. It is never acceptable, and a range of Education Acts and government guidance outline schools' duties and powers in relation to bullying. The Education and Inspections Act 2006 (EIA 2006) includes legal powers that relate more directly to cyber bullying; it outlines the power of head teachers to regulate the conduct of pupils when they are off-site and provides a defence in relation to the confiscation of mobile phones and other items.

4. Although cyber bullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken.

5. Cyber bullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); and manipulation.

6. Some cyber bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity

for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

7. In cyber bullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those ‘bystanders’ – better termed ‘accessories’ in this context – who actively support cyber bullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.

Preventing cyber bullying

Essential elements of prevention are awareness-raising and promoting understanding about cyber bullying. Awareness can be raised and understanding promoted through discussion and activity around what cyber bullying is and how it differs from other forms of bullying. The activities could include staff development activities; home-school events such as special assemblies with parents; and addressing cyber bullying within curriculum delivery and the Social and Emotional Aspects of Learning (SEAL) programme.

School should record and monitor incidents of cyber bullying in the same way as all other forms of bullying.

Publicising reporting routes is an important element of prevention, raising awareness of the issue but also ensuring that any incidents can be stopped before they become too serious or upsetting. Make sure that learners, parents and staff are all aware of the different ways available to report cyber bullying incidents. In addition, schools can signpost information about external reporting routes, providing information about contacting service providers directly.

Education and discussion around the responsible use of technologies and e-safety are key to preventing cyber bullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school. Technology can have a positive role in learning and teaching practice, and there is a need for staff to be confident about ICT in order to model the responsible and positive use of technologies and to respond to incidents of cyber bullying appropriately.

All staff need to be aware and stay up to date – prevention and responding strategies require continuous review and refinement as new technologies and services become popular. This guidance, similarly, will be updated periodically as technologies develop.

It is useful to publicise progress and cyber bullying prevention activities to the whole-school community. Keep cyber bullying a live issue and celebrate your successes.

Responding to cyber bullying

Cyber bullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyber bullying cases through their existing anti-bullying and behaviour policies and procedures. However, schools should recognise the ways in which cyber bullying differs from other forms of bullying and reflect that in how they respond to it. In addition to considerations about the invasiveness of cyber bullying, the size of the audience, and other such factors, cyber bullying yields evidence in a way that other forms of bullying do not.

The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid in any investigation. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites. Detailed information on retaining evidence, containing incidents, and contacting the relevant organisations is provided in this guidance.

Some forms of cyber bullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).

Advise those experiencing cyber bullying on steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply; provide advice on ‘blocking’ or removing people from ‘buddy lists’; and ask them to think carefully about what private information they may have in the public domain.

Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.

See Also ISP Safe Use of the Internet Policy

Organisations that can offer support

Beatbullying

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.

Tel 0845 338 5060

www.beatbullying.org

Bully Free Zone

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Tel 01204 454958

www.bullyfreezone.co.uk

Bullying Online

Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.

www.bullying.co.uk

ChildLine

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel 0800 1111

www.childline.org.uk

Children: Homes, Advice and Teaching Ltd (C:HAT)

C:HAT seeks to provide a complete support package for young people and the significant adults who are involved in their lives; through consultancy, behaviour management and children's homes.

Tel 0116 259 3008

www.chatltd.com

Children's Legal Centre

Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.

Tel 0800 7832187

www.childrenslegalcentre.com

Commission for Racial Equality

A publicly funded, non-governmental body set up under the Race Relations Act 1976 to tackle racial discrimination and promote racial equality.

Tel 020 7939 0000

www.cre.gov.uk

Diana Princess of Wales Memorial Award for Young People

The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations.

Tel 0845 3372987

www.diana-award.org.uk

Educational Action Challenging Homophobia (EACH)

Established to challenge homophobia in education.

Tel 0808 1000143

www.eachaction.org.uk

Education for All

Joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.

Tel 020 7593 1851

www.stonewall.org.uk/education_for_all

Goldsmiths College

The Psychology Department at Goldsmiths has a research programme which covers a wide range of specialisms in experimental, theoretical and applied psychology. This includes research into bullying.

www.goldsmiths.ac.uk/departments/psychology/research

Kidscape

Provides training for professionals; courses for bullied children; a helpline for parents of bullied children; and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Tel 020 7730 3300

www.kidscape.org.uk

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I. Organisations that can offer support

Leap Confronting Conflict

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel 0207 272 5630.

www.leaplinx.com

Mencap

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel 020 7454 0454

www.mencap.org.uk

Miss Dorothy.com

Provides a programme which offers an approach to learning about personal behaviour and safety for 4-11 year olds.

Tel 0870 759 3388

www.missdorothy.com

National Autistic Society

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel 0845 0704004

www.autism.org.uk

National Children's Bureau

Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, provides information on policy, research and best practice.

Tel 020 7843 6000

www.ncb.org.uk

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

Tel 0207 825 2500

www.nspcc.org.uk

Parentline Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Tel 0808 800 2222

www.parentlineplus.org.uk

School's Out!

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education and to raise the profile of LGBT people and issues.

Tel 01273 298299

www.schools-out.org.uk

Stonewall

A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.

Tel 020 7593 1850

www.stonewall.org.uk

Teachers TV

Section of the Teachers TV website devoted to antibullying, featuring programmes which can be watched online, downloadable resources, links, and interviews with experts on bullying.

www.teachers.tv/bullying

UK Observatory for the Promotion of Non-Violence

A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people.

Tel 01483 684552

www.ukobservatory.com

Victim Support

Staff and volunteers offer free and confidential information and support for victims of crime.

Operates via a network of affiliated local charities, the Witness Service and the Victim Supportline.

Currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel 0845 3030900

www.victimsupport.org.uk

Young Voice

Undertakes research with children and young people. Works in partnership with them on a wide range of issues including bullying. Offers research, evaluations, training and consultancy.

www.young-voice.org

Youth Justice Board for England and Wales

Executive, non-departmental public body working to develop and improve the youth justice system and to prevent offending by children and young people up to the age of 17.

Tel 020 7271 3031

www.youth-justice-board.gov.uk