



FARNEY CLOSE SCHOOL

Anti-Bullying Policy

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Approval Level	<input type="checkbox"/> Governing Body <input checked="" type="checkbox"/> Principal to Determine
Signed	
Role	
Date Approved	

What is the school's vision regarding keep young people who attend our school and staff who work here, safe from being bullied?

We strongly believe that in order for young people to work towards their full potential, it is vital that they have a well-ordered and stable environment. We feel that this is best achieved through a consistent approach when working with the young people, accomplished through routines, repetition and reinforcement, and opportunities to review and learn from situations. In order for this to happen, it means that young people at the school are given choices through which they learn to develop responsibility and independence skills. Further detail regarding our Intent and Principles can be obtained from our **School Statement of Purpose** which is updated on a yearly basis.

What other policies do the school have that feed into our Anti Bullying Policy and Procedure?

The school has a very detailed Policy and Procedure Manual to help young people, their families, external professionals and staff at the school be clear about expectations and how we deal with situations that arise at school. To support our Anti Bullying Policy we also have:

- A Safeguarding / Child Protection Policy
- School Statement on Care and Control
- School Statement on supporting Behaviour
- Supporting Young People with their Behaviour
- Anti-Bullying Leaflet
- Worries and Complaints Leaflet
- Complaints Procedure
- Staff Protection / Child Protection Policy
- ICT Policy
- LGBT Policy
- Equal Opportunities Statement
- Race Equality Policy
- Understanding Diversity Statement

How does Farney Close School define bullying?

Farney Close defines bullying (as stated by BullyingUK) as "repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability" through the use of:

- Prejudicial / discriminatory remarks or actions.
- Homophobic / Biphobic / Transphobic comment, actions or harassment.
- Racist, religious or cultural comments, actions or harassment.
- Sexist comments, actions or harassment.
- Bullying related to SEND (Special Education Needs or Disability).
- Bullying of young carers, pupils in care or otherwise related to home circumstances.
- Verbal and non-verbal intimidation or domination.
- Physical intimidation or domination.
- Violence and aggression.
- Negative peer pressure.
- Inappropriate use of confidential information.
- Inappropriate use of humour.
- Negative reference to a person's disability.
- Cyberbullying (electronic aggression or via technology).

The Equality Act 2010 identifies a "Protected group". These groups are as follows:

- disability (which includes mental health and people diagnosed as clinically obese),
- race,
- religion or belief,
- sex, sexual orientation, gender reassignment (people who are having or who have had a sex change, transvestites and transgender people),
- marriage and civil partnership,
- and pregnancy and maternity.

It goes on to identify seven different types of discrimination that these people should be protected from:

- Direct discrimination: discrimination because of a protected characteristic.
- Associative discrimination: direct discrimination against someone because they are associated with another person with a protected characteristic.
- Indirect discrimination: when you have a rule or policy that applies to everyone but disadvantages a person with a protected characteristic.
- Harassment: behaviour deemed offensive by the recipient.
- Harassment by a third party.
- Victimisation: discrimination against someone because they made or supported a complaint under Equality Act legislation.
- Discrimination by perception: direct discrimination against someone because others think they have a protected characteristic (even if they don't).

Who may young people feel bully them?

Adults and other young people may be classed as bullies.

How will the school respond to incidents of bullying?

- Always take any complaint of bullying given to you seriously.
- If you witness incidents of bullying, intervene immediately and report the matter to a Senior Manager or senior member of staff
- Make a report on the school's management information system (at the time of writing this the school is using CPOMs) noted as a bullying incident (either physical or verbal).
- All incidents of bullying must be logged onto CPOMs as soon after the incident as possible. The team with responsibility for monitoring incidents of bullying must be alerted to action all incidents of bullying. They will evaluate each incident, feedback where it does not fall into the bullying definition and ensure that action is taken. They will ensure that all staff who need to be aware of individual incidents are alerted.
- Whilst evaluating each incident, a half termly data and action plan to inform staff practice will be compiled by a Senior Manager. They will ensure that all education and care staff are aware of the impact to practice at the beginning of each new half term.
- The victim will be seen so that reassurance of support can be made.
- It is likely that in order to deal with the incident and any consequences the young person accused of bullying will be seen by a Senior Manager, and/or their Linkworker, to discuss future strategies in order to ensure that further bullying is prevented.
- The parents/carers, or social worker of both **bully** and **victim** will be contacted and informed of the incident and of any action taken.

What actions and strategies are in place to reduce bullying?

- All members of staff will receive training on bullying and the school's Anti-Bullying Policy, which aims to develop an awareness of effective strategies for dealing with such incidents.
- Issues around bullying should be freely discussed with the young people. Bullying will also form part of the curriculum in PSHE and be a part of House discussions and may form an element of young people's care plans where appropriate.
- The supervision of young people plays a vital role in reducing the incidents of bullying. Therefore, supervision by staff will be constant and direct and care will be taken to make staff particularly aware of times and places where bullying is likely to take place. This may take the form of spot checks or pre-empting situations by acting on information given. Where there are concerns, these will be highlighted in staff meetings and strategies put in place to address the issue.
- Care will be taken by the school and its staff to ensure that any action taken in relation to bullying contributes to the development of a school ethos, encouraging 'non-bullying' types of behaviour and an intolerance of all forms of bullying.
- The school will always seek to bring about a situation where young people actively discourage bullying and view reporting incidents of bullying as being responsible rather than 'telling tales.'
- Care will be taken to cut down the number of children moving around the school at any one time so as to reduce opportunities for bullying.
- Children should never be left unattended except whilst at the toilet / bathing or in their bedrooms at night.
- It is vital that all members of staff communicate in order to monitor and manage bullying problems.
- A variety of constructive and creative play will be offered at break times in order to positively occupy young people and to distract them from opportunities for bullying.
- It is important that the relationship between staff and young people is characterised by mutual respect and trust. In this way it is hoped that young people feel sufficiently comfortable to tell Teachers or Residential Social Care Workers if they are being bullied.
- All staff are expected to model non-bullying behaviour, aiming to ensure that methods of teaching and control do not endorse bullying tactics.
- Members of staff should place an emphasis on praising good behaviour rather than on the use of sanctions. Staff should always expect high but realistic standards of behaviour from all young people at the school.
- In order to ensure that young people are not confused by expectations, it is important that staff begin their duties by arriving on time and that their activities are planned, organised, well prepared and clearly communicated.
- Members of staff should aim to ensure that the whole day encourages academic and non-academic achievement and that there is a balance between co-operative, as well as competitive, learning.

- Reports on bullying from parents or carers should be listened to and taken seriously, with appropriate enquiries made.
- The outcome of enquiries should be made known to those involved.
- The effectiveness of action taken to stop bullying should be monitored and discussed with those involved.
- All staff ensure that any action taken communicates an unambiguous disapproval of bullying to bullies, and that additional action is taken which encourages caring, responsible behaviour.
- Posters and leaflets are displayed throughout the school to promote anti-bullying and encourage an acceptance of diversity.

What will happen if this policy is persistently breached by a young person at the school?

If the policy is persistently breached by a young person, this could potentially result in a temporary or permanent exclusion. However, before this, we would aim to put in place support and re-educative programmes (which would be extra to the work that would be undertaken within the curriculum or with the Linkworker) and to work with parents, carers, and other agencies.

What guidelines can be followed to support the victim?

- Individual work to raise the young person's awareness and understanding of why he/she/they may have become a victim.
- Build self-esteem and improve self-image.
- Formation of positive and lasting relationships.
- Give continuing support.
- Show the victim that the bully is being offered help to stop bullying (confidence building).
- Basic assertiveness training.
- Make sure that all young people are aware that staff communication systems are effective and are set in place to support them.

What guidelines can be followed to support the bullies, i.e., alter this area of their behaviour?

- Help the bully identify that he/she/they has a problem.
- Help to identify the type of bullying.
- Use of individual support time.
- Sensitive use of role-play.
- Use of group work and structured Personal and Social Education programmes.
- Where discrimination has occurred, particular work will be undertaken with the young person to look at their prejudices.

- Positive involvement of parents.
- Help the bully to empathise with the victim.
- Monitor and record incidents. Use this information to positively discuss progress with the young person concerned.

What are the guidelines to follow?

We must assume that bullying does take place and therefore that we need to act to prevent and reduce the incidence of bullying at the school.

1. Preparing the ground

Talk about bullying before it happens.

- a) Set ground rules for all new young people.
- b) Do this during class time, where appropriate and on the House Units.

2. Beware

- a) The joke that is not funny - if it is a joke, why is the victim is not laughing?
- b) The "game" the victim was not playing.
- c) The accident that was not an accident. Ask, "if it was an accident, why didn't you help the victim? Why did you run off or vanish?"

3. Tell me now

Trust me. Give me time:

- a) The victim has to tell someone they trust. They must realise that if they do not, then the bully will go on bullying.
- b) After being told, take time to deal with the matter and investigate it thoroughly.

4. Written Reports - after the incident.

- a) Ask the victim to write down the details of how, why, where and when they were bullied. Use another adult to help them compile their report if they do not feel confident about doing this.
- b) Where appropriate go through what has occurred with the bully with the report, information, and evidence.
 - It may be useful to talk to any witnesses first to reduce the likelihood of retaliation and to fully understand the case.
 - The young person who has been bullying also needs opportunity to relay their version of what has happened, remembering that they may be defensive rather than remorseful.
 - Taking these actions will help define if the "bully" is not being wrongly accused.

- c) Ask the bully to write down their account of the incident.
- d) Discuss both the victim's and then the bully's stories with the bully:
 - Try and increase the understanding of the harm that the bullies action causes.
 - Work towards getting the bully to apologise for their actions to the victim (if appropriate).
 - Look at ways the bully can make up for their actions and put in place appropriate sanctions.
 - Arrange a time to re meet, if appropriate.
- e) Record the outcome on CPOMs. It is important the person who records the information clarifies if this was a racist incident in order that we can monitor and then establish any extra support work that may be needed.
- f) With reference to the Equality Act 2010 and the "Protected group"; Incidents of bullying must be recorded and monitored with measures put in place to proactively prevent discrimination.
- g) Only relevant adults will have access to this file, although the overall evaluation and action plan of all incidents of bullying (which is anonymous) is available for all staff to see so they can work with the plan.
- h) Take all reports of bullying seriously. Apparent minor incidents may be part of a pattern of behaviour and therefore monitoring this behaviour could reveal an ongoing bullying campaign, alternatively it may be nothing serious.

5. Photographs

If relevant, take photos of the victim or any damage caused by the bully.

How do we ensure that all staff, young people and their parents/carers are aware of the anti-bullying policy and procedure and the ways they can complain?

This Policy and Procedure forms part of the staff induction training and all on going training there after.

All young people and parents/carers who are offered a place at the school are given a copy of the Policy and Procedure as part of the new young people pack.

Copies of the "Worries and Complaints Procedure" can be found displayed on all House units. This provides clear details about how a young person or adult can complain about any issues they are unhappy about.

What other policies is this policy linked to?

The School Behaviour Management System
 The School Exclusion Policy
 The School Race Equality Policy
 The School Safeguarding Policy
 The School Equality Policy
 The Supervision of Young people guidance
 The Staff Induction Policy
 The School Worries and Complaints Procedure
 The new young people's Induction Pack
 The Parents Welcome Pack
 Anti-Bullying Policy. Version 4