

# Forge Valley Anti-Bullying Policy

## **Policy development:**

This policy has been developed by building on our own best practice and that of other educational networks. It has been developed in consultation with governors, parents, staff and students and is accessible through the Forge Valley website

**Governor Committee:** Full Governing Body

**Ratified by governors:** June 2014

**Due for review:** June 2014

**Member of Staff responsible:** Assistant Head -Behaviour & Safety

## **Forge Valley Community School Anti-Bullying Policy (including Cyber-Bullying)**

**FVCS promotes a safe learning environment, where everyone feels able to enjoy and achieve and where success is recognised and rewarded. We aim to keep bullying to a minimum so that all students are able to achieve and enjoy.**

### **Philosophy**

We believe that for everyone to benefit from our learning community, our school should be a place where students, staff, helpers, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their well-being is of paramount importance. Forge Valley aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

The school has a system of rewards which aim to motivate and encourage students as well as helping to build individual self-confidence and self-esteem. Forge Valley School values everyone's unique contribution to our community.

Everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care, to ensure our students are protected from harm.

### **Principles**

The school will:

- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through our PSHE programme and related activities.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the school.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

## **Definition of bullying**

### **'A persistent, deliberate attempt to hurt or humiliate someone'**

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

## **Types of bullying**

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

There are various forms of bullying which include:

- Physical – e.g. hitting, kicking, and taking belongings.
- Verbal – e.g. name calling, insulting, racist remarks.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments. (further information for reference in appendix 1)

The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence, and they are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:

- Non accidental injuries (including self-abuse).
- Low self-esteem, unhappiness, fear, distress or anxiety.

If unchecked, others may come to see bullying behaviour as acceptable within the school. It is not unknown for victims to become bullies of younger or more vulnerable students than themselves. Bullying can and frequently does have long term effects on victims which may affect their adult lives.

## **Roles and Responsibilities**

The Headteacher is ultimately responsible for the well-being of all students and staff. All staff, students, parents and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in schools.

The Assistant Headteacher with responsibility for student wellbeing has been designated to oversee the safeguarding and well-being of students. Their role includes the following responsibilities:

- To liaise with the Headteacher on all matters regarding the safeguarding of children.
- To ensure all staff are aware of the contents of the 'Anti-Bullying Policy' and that its procedures are adhered to, through regular training.
- To liaise with appropriate staff to ensure the implementation of whole school initiatives to highlight aspects of bullying, including Anti-Bullying Week.
- To ensure the use of appropriate assemblies/ Thought for the Day to highlight aspects of bullying, including Anti-Bullying Week.
- To monitor and record all reports of incidents of bullying.

- To ensure the appropriate Head of Year monitors students involved in bullying and keeps the parents/carers informed.
- To liaise with the police as necessary.

School staff have the following responsibilities:

- Staff should be alert to any potential incident of bullying and intervene when instances are noticed.
- Minor incidents of disagreement should be addressed by form tutors/subject teachers and can be dealt with effectively by reference to the schools Golden Rule '**Students are expected to show consideration and respect to all members of the school and local community at all times**'.
- Incidents that constitute bullying should be referred to the victim/bully's form tutor who will liaise with the Year Manager over action to be taken.
- The Year Manager is responsible for clarifying the facts through thorough investigation and taking statements from the bully, any victims and witnesses.
- The Year Manager, having clarified the facts, will inform all parents / carers of the incident, record the incident and liaise with the Assistant Headteacher with responsibility for student wellbeing regarding the sanction.

Bullying is a serious offence in the schools Behaviour Policy and following appropriate investigation and considering the circumstances and history, any of these strategies can be applied:

- Internal exclusion, including during break and lunchtime, until investigation completed.
- Detention.
- Fixed term exclusion.
- Permanent exclusion.
- Mediation / restorative approaches.
- Referral for counselling / victim support.
- Written or verbal apology.
- Parent/carer interview with Year Manager and SLT member leading to parental assistance in applying support or strategies or deterrents as necessary.
- Continued monitoring of victim/bully individually.
- Referral to external agencies e.g. Social Services, Educational Psychologist, Youth and Community Police.

Students have the following responsibilities:

- Ensuring that previous victims of bullying are not isolated from groups of friends.
- Intervening when someone is being bullied and making it clear to the bully that their actions are disapproved of.
- Informing a member of staff that bullying is happening.
- Encouraging the victim to join in activities and groups.
- Discussion and consideration of bullying issues in PSHE lessons and Tutor time.

### **Allegations against staff**

Forge Valley School believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students or staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Grievance Procedure Policy.

Any staff disclosing information, regarding inappropriate behaviour by colleagues, will be listened to and supported by the senior leadership team, in line with the 'Whistle Blowing

Policy’.

### **Links with other policies**

This policy has been developed and evaluated with a view to safeguarding and promoting the wellbeing of all our students.

It links with the following policies which can be read in conjunction:

- Behaviour Policy
- Rewards Policy
- Physical Restraint Policy
- Attendance and Punctuality Policy
- Recruitment and Selection Policy
- Teaching and Learning Policy
- Spiritual and Personal Development Policy (inc. PSHE)
- Student Guidelines for Network and Internet Use and Responsible Internet Use Policy (published in the student planners)
- Staff ICT Acceptable Use Policy

### **Evaluation and Monitoring**

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth.

Monitoring of the policy will involve consideration of the following data; any reduction in the number of incidents referred for attention; monitoring individual victims/bullies with a view to improved circumstances; positive feedback from parents, students and staff; monitoring of the willingness in students to report instances of concern; tracking of incidents to inform future decisions on availability of network and infrastructure that can access the internet.

## **Appendix 1 - Cyber-bullying**

### **Key Safety Advice for Children & Young People**

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
4. Block the bully – learn how to block or report someone who is behaving badly.
5. Don’t retaliate or reply!
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
7. Make sure you tell:
  - an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
  - the provider of the service; check the service provider’s website to see where to report incidents;
  - your school – your form tutor or your Head of Year can help you.

Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

### Key Safety Advice for Parents & Carers

1. Be aware, your child may as likely cyber bully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (above) to get you started.
3. Use the tools on the service and turn on in-built internet safety features.
4. Remind your child not to retaliate.
5. Keep the evidence of offending emails, text messages or online conversations.
6. Report cyber-bullying:
  - Contact your child's school if it involves another student, so that they can take appropriate action.
  - Contact the service provider.
  - If the cyber-bullying is a potential criminal offence, you should consider contacting the police.

The table below explores the range of ways today's technology can be used.

Examples of misuse:

<p>Mobile phone</p>	<p>Sending nasty calls or text messages, including threats, intimidation, and harassment.</p> <p>Taking and sharing humiliating and/or inappropriate images.</p> <p>Videoing other people being harassed and sending these to other phones or internet sites.</p>
<p>Instant Messenger (IM)</p>	<p>Sending nasty messages or content.</p> <p>Using someone else's account to forward rude or mean messages via their contacts list.</p>
<p>Chat Rooms &amp; Message Boards</p>	<p>Sending nasty or threatening anonymous messages.</p> <p>Groups of people deciding to pick on or ignore individuals.</p> <p>Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.</p>
<p>E-mails</p>	<p>Sending nasty or threatening messages.</p> <p>Forwarding unsuitable content including images and video clips, or sending computer viruses.</p> <p>Accessing someone else's account, e.g. to forward personal e-mails or delete emails.</p>
<p>Webcams</p>	<p>Making and sending inappropriate content.</p> <p>Persuading or threatening young people to act in inappropriate ways.</p> <p>Using inappropriate recordings to manipulate young people.</p>

<p style="text-align: center;"><b>Social Network Sites</b></p>	<p>Posting nasty comments, humiliating images / video.</p> <p>Accessing another person’s account details and sending unpleasant messages, deleting information or making private information public.</p> <p>Groups of people picking on individuals by excluding them.</p> <p>Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.</p>
<p style="text-align: center;"><b>Video Hosting Sites</b></p>	<p>Posting embarrassing, humiliating film of someone.</p>
<p style="text-align: center;"><b>IM</b></p>	<p>Posting inappropriate messages or images. Hacking into someone else’s account to post inappropriate comments or delete schoolwork.</p>
<p style="text-align: center;"><b>Gaming Sites Consoles &amp; Virtual Worlds</b></p>	<p>Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to avatars – a figure that represents them in the virtual world, other devices in the immediate vicinity.</p>

**Mobile Phones:**

All UK mobile phone operators have nuisance call centres set up and / or procedures in place to deal with such instances. They may be able to change the number of the person being bullied. Mobile operators cannot bar a particular number from contacting a phone, but some phone handsets do have this capacity. Action can be taken against the bully’s phone account (e.g. blocking their account) only with police involvement.

When & How to Contact the Service Provider:

- 02: ncb@02.com or 08705214000
- Vodafone: 191 from a Vodafone phone or 08700700191 for Pay Monthly customers and 08700776655 for Pay as you Go.
- 3: Call 333 from a 3 phone or 08707330333.
- Orange: Call 450 on an Orange phone or 07973100450 for Pay as you Go, or 150 or 07973100150 for Pay Monthly
- T-Mobile: Call 150 on a T-Mobile phone or 08454125000.

**Video-hosting sites:**

Contacts of some social network sites



- Bebo: reports can be made by clicking on a 'Report Abuse' link located below the user's profile photo (top left-hand corner of screen) on every Bebo profile page. Bebo users can also report specific media content (i.e. photos, videos, widgets) to the Bebo customer services team by clicking on a 'Report Abuse' link located below the content they wish to report.
- MySpace: reports can be made via the 'Contact MySpace' link, which is accessible at the bottom of the MySpace homepage (<http://uk.myspace.com>), and at the bottom of every page within the MySpace site.

#### **Social networking sites (e.g., MySpace, Bebo, Piczo):**

It is good practice for social network providers to make reporting incidents of cyber-bullying easy, and thus have clear, accessible and prominent reporting features. Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social network sites do receive reports about cyber-bullying, they will investigate and can remove content that is illegal or break their terms and conditions in other ways. They can delete the account of those who have broken the rules.

#### **Video-hosting Sites:**

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself. YouTube provides information on what is considered inappropriate in its terms of service. See [www.youtube.com/t/terms](http://www.youtube.com/t/terms) Contacts of some IM providers:

- MSN: When in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse' and there is also an online feedback format: <http://support.msn.com/default.aspx?mkt=en-gb> to report on a range of products including MSN
- Messenger.

Instant Messenger (e.g., Windows Live Messenger or MSN Messenger):

It is good practice for Instant Messenger (IM) providers to have visible and easy-to access reporting features on their service. Instant Messenger providers can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations and most IM providers allow the user to record all messages.

- Yahoo!:

When in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse'. Chat rooms, individual website owners / forums, message board hosts: It is good practice for chat providers to have a clear and prominent reporting mechanism to enable the user to contact the service provider. Users that abuse the service can have their account deleted. Some services may be moderated, and the moderators will warn users posting abusive comments or take down content that breaks their terms of use.