



ANTI-BULLYING POLICY

The Anti-Bullying Policy applies to the whole school including the Early Years Foundation Stage.

General Statement

It is clear from statements in the School's Code of Conduct that bullying of any form will not be tolerated at Farlington.

It is a primary aim of the school that it should combine high personal and social standards with a friendly atmosphere and mutual tolerance in which pupils of all ethnic and cultural backgrounds, of all religious persuasions and of varying levels of ability, are welcome.

We believe that the school should be a happy and positive community characterised by an appreciation of, and respect for, the work of every member of that community.

We expect our pupils to do their best to aspire to excellence. We expect them to be diligent, to be honest, to practise good manners in their relationships with one another and with staff, to be reliable and to be punctual.

We recognise that our pupils have various talents and differing rates of development. We attach value to every achievement, however modest, which stems from the efforts and care of the individual pupil. It is our hope and aim that every pupil should discover at least one area of school life in which she can show genuine prowess.

We believe that every pupil has the right to look for happiness and security at school. We insist that no pupil or pupils have the right to make the life of other pupils unhappy, whether through overt bullying (physical or non-physical), or through less obvious forms of pressure or alienation. Bullying can cause serious psychological damage and even lead to suicide. Although bullying is not a specific criminal offense there are criminal laws that apply to harassment and threatening behaviour. We attach particular gravity to bullying offences and severe or persistent bullying may lead to exclusion.

The example of the staff is of paramount importance in creating that climate within which pupils feel valued, secure and happy. The mutual respect with which staff regard one another and the public demonstration of this are both important. Similar standards apply to the relationship between staff and pupils, so that pupils are always treated with honesty, fairness and with regard for their individuality.

Definition of Bullying

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can take many forms including racial, religious, cultural, sexual, homophobic, disability and cyber. (Refer to



Cyber-Bullying Policy). Bullying, if unchecked, can cause serious psychological damage and even lead to suicide.

According to 'Kidscape':

- it involves aggression (deliberate) and unequal power relationship; and
- it results in pain and distress and is persistent.

1 RATIONALE

- 1.1 Parents and guardians have a right to expect that the schools have taken steps to develop such a policy. They should feel that staff share agreed responses to incidents of bullying.
- 1.2 The Governors share these expectations.
- 1.3 It is important that staff share aims, knowledge and values concerning bullying. Developing and then maintaining an agreed policy will help staff to be more effective. Staff need to have clear guidelines about the action to be taken when there is a suspicion of bullying. They need to have confidence that the management will implement the appropriate procedures and will support their concerns over individual children.
- 1.4 Farlington's anti-bullying policy has been drawn up with regard to the DCSF Guidance contained in *Safe to Learn – Embedding anti-bullying work in schools*.

2 AIMS

- to create an anti-bullying culture, which ensures that pupils and staff live and work in a safe environment where they are valued, respected and listened to. In this environment pupils will feel confident and be able to approach adults about matters of concern to them.
- to ensure the adults who work in the schools and the boarding house will have knowledge of the school's anti-bullying policy and procedures and be sensitive to the needs of children who are victims of bullying of some kind.
- to demonstrate that the school takes bullying seriously and that it will not be tolerated;
- to take measures to prevent all forms of bullying in the school and on off-site activities;
- to support everyone in the actions to identify and protect those who might be bullied;
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- to promote an environment where it is **not** an offence to tell someone about bullying;
or



- to promote positive attitudes in pupils (including assertiveness training).

3 OBJECTIVES

- 3.1 To ensure the protection of all our pupils from all forms of bullying.
- 3.2 To encourage open communication and good listening.
- 3.3 To ensure that staff are kept updated about any national initiatives to maintain good professional standards.
- 3.4 To ensure that staff follow internal procedures, which will be updated as necessary.
- 3.5 To ensure that pupils and their parents and/or guardians are fully aware of the school's anti-bullying policy and procedures.

Responsibilities

The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Leadership Team
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils; and

Deputy Head will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Headmistress informed of incidents
- arrange relevant staff training which raises awareness of signs of bullying, times and venues where it may be most likely to take place and procedures to follow when investigating, reporting and dealing with bullying;
- determine how best to involve parents in the solution of individual problems;

ENSURING THE PROTECTION OF CHILDREN AT FARLINGTON SCHOOL

- All teaching and Boarding House staff have a written copy of procedures to be followed when there is suspicion of bullying. (Refer to Section 5)



- Louise Higson (LAH) and Joy Baggs (JB) are the Child Protection Officers (CPO's) responsible for matters of child protection, including the anti-bullying policy.
- written procedures for all staff will provide guidance on the keeping of notes and records. It is essential that clear factual written notes are kept to assist in the thorough investigation of suspected bullying incidents and to enable patterns to be identified.
- staff who report suspected bullying will be supported by management staff.
- the Head of Professional Development will ensure that part of the induction procedure for new staff will involve them being given a written copy of the Child Protection Policy and Procedures, including the Anti-Bullying Policy and Procedures. S/he will also make arrangements for new staff to be given training in school procedures by the CPO.
- all instances of bullying investigations will be recorded with full details in the pupil's file kept in the School Office.
- bullying will be dealt with as part of the curriculum, including Lifeskills (PSHE), and Assemblies,
- a range of support systems exist, including :
 - all staff but particularly the guidance staff responsible for the individual and her family
 - the school counsellor;
 - outside agencies (if appropriate);
 - the buddy system;
 - prefects;
 - the people as outlined in Advice to Pupils leaflet (Section 2)
 - encouraging children to communicate concerns to staff (including an insert in student planner)
 - awareness of responsible use of internet and ICT policy
- a copy of the Anti-Bullying Policy Statement can be found on the School website and is available on request in School.

RESPONDING TO BULLYING

The School's response will be motivated by our ethos which:

- acknowledges that everyone in school has a responsibility to deal with bullying
- acknowledges that staff are key role models and that both the mutual respect with which they regard one another and pupils, and the public demonstrations of this, are important
- encourages children to talk openly about their concerns
- accepts that bullying is not a part of "normal" school life
- develops trust between children and adults



- inspires the confidence of parents in the school's ability to support all children
- recognises and values the skills and talents of everyone in the school

Anti-Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of bullying through a PSHE and Citizenship programme, school assemblies, the school council, use of tutorial time and in the national curriculum programmes of study as appropriate.

- the Deputy Head is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHE and Citizenship course; and
- Heads of Department/subject heads and Prep School class teachers are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

SECTION 2

ADVICE TO PUPILS

“The School aims to ensure that pupils live and work in a safe environment where they are respected and listened to by adults. In this environment children will feel confident and be able to approach adults about matters of concern to them. The adults who work in the schools and boarding house will have knowledge of child abuse matters and be sensitive to the signs of children who are in distress or under stress of some kind.”

WHAT TO DO IF YOU ARE BEING BULLIED OR IF YOU SUSPECT SOMEONE ELSE IS BEING BULLIED

Nobody has the right to hurt other people by hitting them, deliberately excluding them, calling them names, spreading rumours about them or doing anything else which is intended to be upsetting.

IF THERE IS BULLYING YOU NEED TO TELL SOMEONE. This can be very hard if you are frightened: but the bullying won't stop unless you tell.

- Talk to someone you can trust; a teacher, parent, older friend or relative. In school, this ideally would be your Form Tutor, Head of Year or the Deputy Head. **The most important thing is to tell someone.**
- if you find it difficult to talk to an adult, ask one of your friends to come with you or ask someone to talk to an adult on your behalf.
- you could talk to a senior pupil - perhaps your Form Prefect or Sixth Form Buddy
- you could talk to the School Nurse, the School Counsellor or to any adult in the school or Boarding House.



- you could phone Childline (freephone 0800 1111)

WHAT NOT TO DO

- Don't try to deal with the problem on your own - there is nothing wrong in asking for help
- don't hit back - it could make matters worse or **you** could end up being accused of bullying yourself
- always tell the truth - don't exaggerate. If even a small part of what you are saying is shown to be untrue, then it throws everything else into doubt too
- do not believe the lies that bullies tell about you
- do not believe that bullying is a normal part of school life.
- do not try to stop your parents talking to the guidance staff. They know how to handle such matters.

WHAT TO DO IF YOU THINK YOU ARE BULLYING OTHERS

A lot of people are unaware that what they say or do is upsetting to others, but, if you think you might be a bully, then like the girls who is being bullied, you also **NEED TO TELL SOMEONE**. You know it's wrong. It is hard to own up and apologise, but, if you do, and if you have the right attitude, **YOU** deserve support to help you stop.

Talk to someone you can trust; a teacher, parent, older friend or relative. In school this ideally would be your Form Tutor, Head of Year or the Deputy Head. **The most important thing is to tell someone.**

WHAT NOT TO DO

- Don't keep on bullying
- Don't keep on making someone's life a misery.

PLEASE SPEAK TO SOMEONE TODAY

SECTION 3

ADVICE TO PARENTS

The School aims to ensure that pupils live and work in a safe environment where they are respected and listened to by adults. In this environment children will feel confident and be able to approach adults about matters of concern to them. The adults who work in the School and Boarding House will have knowledge of child abuse matters and be sensitive to the signs of children who are in distress or under stress of some kind.



All children and young people have a right to receive their education in a happy co-operative atmosphere. No child deserves to be bullied.

WHAT IS BULLYING?

Bullying is a wilful, conscious attempt to hurt, threaten or to frighten someone else. It is not easy to define. It may involve any unacceptable behaviour through which an individual, or group of individuals feel threatened, abused, or undermined. Bullying may be expressed through verbal, physical, or intimidating behaviour, or marginalisation. It is its effect on a child's self esteem and confidence which we would seek to repair.

Children who are bullied can feel powerless to stop it happening. They may be angry, frightened or bewildered. You may be angry and frustrated on their behalf. We should never underestimate the fear that a bullied child feels.

RELATIONSHIPS

All members of staff are committed to sustaining a happy atmosphere in our school by working hard to improve the quality of all our relationships.

IF YOU THINK YOUR CHILD IS BEING BULLIED

1. Look for tell-tale signs. Your child has perhaps:
 - become shy, withdrawn and lacking confidence
 - developed sudden outbursts of temper or started having nightmares
 - arrived home having 'lost' school books, money etc.
 - arrived home with unexplained cuts/bruises or with clothes damaged
 - experienced a lack of concentration or drop in the standard of work
 - become reluctant to take part in PE
2. Ask your child about it. If you get no response ask her friends. Make sure your child knows that you are taking the matter seriously.
3. Reassure her that the school will not make matters worse.

PLEASE CONTACT THE SCHOOL IMMEDIATELY

Ask to speak to your daughter's Form Tutor. If he/she is unavailable, ask instead for the Head of Year or Deputy Head:

It is most important that you speak to someone as soon as possible. You should not contact the bully's family directly. All information will, of course, be treated with the utmost discretion, so that nobody will feel compromised by passing it on".

The action taken by the school will depend on circumstances and will be discussed with you. The priority is to stop the bullying. Punishment of the bully may help but it may be counter-productive without further support and advice for **both** victim and bully.



You will be asked to be patient and understanding, but to inform the school **at once** if the bullying continues or starts again.

If your child sees another pupil being bullied she should report this to a member of staff in the school. If she feels unable to do this, would you let us know so that we can put matters right.

IF YOU THINK YOUR CHILD IS A BULLY

1. Keep calm!
2. Remember at times even the most pleasant pupils can bully others. They are simply taking advantage of the fact they find themselves in a position of influence.
3. Try to find out why your child is bullying. Talk to teachers, friends or anyone who can give you more information.
4. Contact us at school. Ask about support for your child and your family.
5. Borrow some materials available in school, which offer good advice to parents and pupils.



SECTION 4

IDENTIFYING BULLYING

BULLYING BEHAVIOUR

- is sometimes engaged in as part of a group
- is a one-off activity **or**
- is generally persistent
- is deliberately hostile - intention to hurt
- involves an imbalance of power
- causes distress to one or more child(ren)/young person(s)
- is violent.

It can be:

- physical;
- verbal;
- social or psychological;
- cyber bullying;
- an inter-relationship between classes/groups.

It includes:

- threats of violence (both verbal and non verbal)
- ignoring / shunning
- teasing
- name calling
- interfering with property
- racially offensive remarks and/or behaviour
- sexually offensive remarks and/or behaviour
- homophobic remarks and/or behaviour
- offensive remarks about someone's disability
- incitement by others to commit an act of bullying
- graffiti designed to intimidate and/or embarrass
- ridiculing/mimicking/sarcasm
- fighting (even between equals)
- demanding money, material goods and/or favours through intimidation or force
- damaging another's possessions/work/school displays of photographs
- vandalism
- invading privacy
- intimidation
- misusing electronic, phone and text communication
- deliberately trying to turn friends against one another by spreading false rumours.

With reference to girls and the way their bullying can manifest itself, the following is also classed as bullying and is included in the Student Planner:



The following behaviours are classed as bullying:

- Giving 'evil' looks
- Name calling - verbal abuse
- Spreading malicious rumours
- Undermining confidence
- Inflicting the 'silent treatment'
- Excluding from the group
- Actual physical violence
- Writing abusive or malicious notes.

One of the most common forms of bullying among children is name calling. Remembering the definition of a wilful and conscious desire to hurt can help us to distinguish between the casual, often friendly name calling and the sustained victimisation which is sometimes practised by a group of children on one individual.

POSSIBLE SIGNS OF BULLYING

Pupils who are being bullied may show changes in their behaviour, such as becoming shy, nervous, feigning illness, taking unusual absences from school or clinging to adults. There may be changes in work patterns or lack of concentration. **Pupils must be encouraged to report bullying to their teachers and teachers must be prepared to listen and take action.**

Also be aware of:

- Items of clothing, property, school work, etc. that are damaged or lost more often than you would consider to be normal.
- the child who becomes withdrawn and is reluctant to say why.
- those who spend a lot of time in their bedroom, possibly crying: who find it difficult to sleep, wet the bed or have nightmares. School may be aware that the child always appears tired.
- educational attainment being slowly or suddenly reduced.
- a reluctance to go to school. Parents may not even be aware of this as the child could be playing truant. It may only be noticed by the school through absenteeism showing up on the school attendance register.
- unusual patterns occurring with regard to money and possessions.
- money in the house or school going missing.
- depression in the child. Reluctance to eat or play normally. Youngster appears generally unhappy, moody and/or irritable.



- the child who threatens or attempts to commit suicide.
- taken individually, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a child is showing signs of, or is experiencing ANY of the above, it can be an indication that all is not well, the child is not happy and therefore, whatever the cause, it should be investigated.

BULLIES AND VICTIMS

These brief notes are not comprehensive. They are meant to give an idea of the diversity of circumstances, which may predispose young people to be involved in bullying relationships.

People who bully may:

- be excessively criticised at home
- experience excessive punishment at home
- live in a family where aggression is highly valued
- witness intense hostility within the parents' relationships
- have an aggressive temperament
- need support for their learning
- have low self-esteem

WHO IS MOST LIKELY TO SUFFER FROM BULLYING?

People who:

- are unable to manage everyday social situations with ease
- are or have been abused
- are cultural victims
- are clumsy
- are vulnerable during developmental crises
- have a very distinctive appearance
- experience difficulties forming friendships

All of these people are involved in bullying relationships because of some complex result of a variety of circumstances. Bullying is not simply the outcome of personal and family experiences.



SECTION 5

ACTION POINTS FOR STAFF ON WITNESSING OR BEING TOLD OF AN INCIDENT OF BULLYING

The incident must be dealt with immediately by the member of staff who has been approached. They must listen to the pupils and report to other staff who are responsible for the pastoral care of those involved i.e. the Form Tutor, Head of Year, Deputy Head or Head of Prep School.

- stay calm, don't make snap decisions or attach blame.
- state briefly and firmly why the behaviour is unacceptable.
- distance the children/young people.
- assure all involved that the incident will be treated very seriously and further action taken.
- be sensitive to what the child is saying. Take it seriously.
- reassure the child that she is right to tell. Everyone has a right to be safe.
- do not promise to 'keep a secret'.
- assure the child that further action will be taken, and that you will offer support.
- ensure the child's immediate safety (with a friend, another teacher) while the incident is reported and investigated.

THEN

- refer the incident as soon as possible to the appropriate person (Class Teacher, Form Tutor, Head of Year, Deputy Head). Even apparently trivial incidents should be reported, because they help to create an overview of a situation, and potentially serious patterns can be observed in this way.
- record the incident detailing child's name and any others involved, including witnesses, Form/Tutor Group, date, time and place. Give any brief details of injuries suffered (cross-referenced to an accident report if necessary).
- record any action taken, including the notification of parents, (see Appendix 1).

A clear account of the incident will be recorded and given to the Head. At this point a decision will be made by the Head as to whether to inform the parents. Form Tutors will be kept informed and if the bullying persists subject teachers will also need to be told.



SANCTIONS

Pupils who have been bullied will be helped by:

- Offering them an immediate opportunity to discuss the experience with their Form Tutor or a member of staff of their choice.
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing that there is a need to change

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

Sanctions will be used as appropriate and in consultation with all parties involved. Bullies can expect any of the following:

- To make an apology to the victim face to face
- To make a written apology (copy to be filed)
- That their parents will be informed
- That in serious or persistent cases they may be excluded from Farlington

Any of the school's formal punishments can be used against bullies as appropriate. For persistent offenders or incidents considered as gross acts of aggression a pupil could be permanently excluded.

Incidents of bullying should be judged by their severity and the effects on the victim(s). Professional judgement should be used to decide on the most appropriate point on the scale of action to commence with as indicated below.

1. Form Tutor/Heads of Year/ class teacher interviews all concerned about their involvement and details are recorded. The incident is lodged in the files of the pupils involved.

Parents are not contacted.

Pupils are asked to empathise with the feelings of the victim and suggest appropriate action.

The alleged bullies are warned of the progression of sanctions which can be taken should the bullying persist.

The victim is encouraged (and supported) to respond assertively to criticism and develop coping tactics re 'put downs'. The School Counsellor or guidance staff may be called upon to provide such support.



2. Form Tutor/class teacher interviews all concerned about their involvement and details are recorded. The incident is lodged in the files of the pupils involved.

Head of Year or Head of Prep School is involved; parents are notified and may be asked to come in. The letter is lodged in the pupil's file.

A detention is given and a warning of the progression of sanctions which might be taken should the bullying persist.

3. Form Tutor/class teacher interviews all concerned about their involvement and details recorded. The incident is lodged in the files of the pupils involved.

Head of Year, Head of Prep School and/or Deputy Head are involved; Headmistress informed; parents are contacted and asked to come in with the pupil pending a suspension. A final warning may be issued in writing re the pupil's continued presence in school. A home/school contract may be drawn up to prevent further occurrences.

4. Bullying persists or is of such a serious nature that a charge of assault may be considered or the effect on the victim is devastating and the appropriate school action would be a requirement for the bully to be withdrawn.



APPENDIX 1

Sample

Record of Interview sheet :-

Name:

Form: _____

Date: _____

and (state others present):

Reason for interview :

Summary of interview :

(A separate form is routinely available to record all phone calls with parents)