



# Anti-Bullying Policy

<b>Anti-Bullying Policy</b>	
<b>Summary:</b>	This policy outlines what Folkestone St. Mary's CEP Academy will do to prevent and tackle bullying.
<b>Policy Owner:</b>	Trevor North
<b>Committee Responsible for Review:</b>	The Policy Review Committee
<b>Approved by:</b>	The Full Governing Body
<b>Date issued:</b>	June 2022
<b>Next Review Date:</b>	Annually from issue date

**Controlled document**

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## Objectives of the policy

This policy outlines what Folkestone St. Mary's CEP Academy (hereafter referred to as 'the Academy') will do to prevent and tackle bullying. Our Christian values of compassion, friendship and forgiveness underpin the intrinsic belief that every child has the right to enjoy his or her time at the academy so that they flourish in God's world. The policy has been drawn up through the involvement of the whole school and we are committed to developing an anti-bullying culture whereby no bullying, including between adults, adults and children or child to child will be tolerated.

### Our school:

- Does not tolerate bullying in any form or context.
- Delivers a curriculum which ensures that bullying, in all forms, and its consequences are understood as well as the developing the resilience in the pupils to tackle it with courage.
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that children are aware that all bullying concerns will be responded to sensitively and effectively so that children flourish and feel safe.
- Ensures that all staff and pupils are aware of the policy and implement it accordingly.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

## Definition of bullying

There is no single definition of bullying however the DoE defines it as:

*'Behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.'*

## Forms of bullying

Forms of bullying covered by this policy include bullying related to:

- Race, religion or culture (Appendix 1)
- Special educational needs and disability
- Appearance or health conditions
- Home circumstances
- Sexual orientation (homophobic bullying)
- Cyber bullying (Appendix 2)

Bullying may take many forms including but not limited to:

- Physical: hitting, kicking, pushing, punching etc.
- Verbal: name calling, teasing, insults, swearing, spreading rumours etc
- Visual: graffiti, writing notes, sending text messages, emails, looks etc
- Exclusion: ignoring, not allowing pupils to join in, treating others as invisible etc
- Cyber: use of technology to harm, upset or intimidate e.g. text messages, emails, posting hurtful comments on social network sites etc.

## **Preventing, identifying, and responding to bullying**

The Academy is pro-active in preventing bullying from occurring in the first place. We do this through the wider curriculum and by creating an inclusive environment characterised by our Christian values of service, friendship, compassion and forgiveness. We ensure high ratios of adults as well as peer mentors on the playground who have been trained to check-in with pupils to ensure the playground is a happy and safe environment.

All staff will be vigilant in looking for signs of bullying, these may include:

- Deterioration of work
- Spurious illness
- Isolation
- Sudden clinginess
- Erratic attendance
- Frequent complaints or incidences regarding individuals.

### **How to recognise a bully:**

Someone who uses words to: name call, tease, mock, threaten, say unkind things, gossips, makes offensive comments, spreads rumours.

Someone who with their actions: kicks, hits, takes someone's belongings, sends belittling messages by text or emails, makes or sends degrading pictures, writes offensive graffiti, excludes children from their group

### **How to recognise someone who may be bullied:**

Someone who is: quiet, withdrawn, does not want to come to the academy, always feeling sad, does not want to go out to play, stays close to adults, does not want to eat.

## **Staff**

With our staff, the Academy will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop children's social and emotional skills, including their resilience.
- Address bullying through the curriculum, through displays, peer support and the academy council.
- Train all staff to identify bullying and follow academy policy and procedures, including recording incidents of bullying.
- Actively create 'safe spaces' for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Record and monitor any incidences of bullying and reflect on data to improve provision.

## **Pupils**

With our children, the Academy will:

- Regularly engage our children on their views on the extent and nature of bullying.
- Ensure all children know how to express their worries and anxieties.
- Ensure all children are aware of the range of sanctions which may be applied against those engaged in bullying.
- Involve children in anti-bullying campaigns in the academy.

- Display details of support help lines and website.
- Display details of how to manage and report bullying within the academy.
- Support children who are bullies and those who have been bullied.
- Provide training for peer mentors.

## **Parents/carers**

With our parents/carers, the Academy will:

- Ensure parents/carers know who to contact if they are worried about bullying.
- Ensure parents/carers know about the academy complaints procedure and how to use it effectively.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents/carers and the local community to address issues beyond the academy gates that give rise to bullying

## **How to report bullying**

(Appendix 3 – anti-bullying incident report form)

### **Parents**

Any incident can be reported to any adult in the Academy. In most instances, concerns should be first raised with the class teacher. Concerns can be raised with class teacher either by arranging an appointment to come in and see the class teacher or by completing an anti-bullying incident form (part 1) with class teacher or a member of the pastoral team. Class teacher will be notified and will investigate the incident and feedback, usually within 48 hours.

### **Staff**

All adults in the Academy have a responsibility to take immediate action if they see examples of bullying behaviour. Any report of unkind or hurtful behaviour will be followed up by the class teacher and recorded in the class log. If the problem is deemed serious or bullying or is reoccurring behaviour, it is referred to the phase leader and the outlined procedures are followed, which includes completing an anti-bullying incident report form (see dealing with reported instances of bullying). Parents of both the victim and perpetrator will be asked to come in and meet with class teacher and/or phase leader.

### **Pupils**

Children who have witnessed bullying taking place are encouraged to tell so that they are not allowing bullying behaviour to be undetected. Children should feel confident to report bullying which may have occurred outside the Academy including cyber bullying. Children will know that they will be listened to and incidents acted on.

## **Dealing with reported instances of bullying**

Once an allegation of bullying has been reported it will be investigated fully and thoroughly by a designated member of staff.

The incident will be discussed with the parties involved and recorded using the Anti Bullying incident form (Appendix 3).

A resolution will be sought using a restorative approach and then monitored.

A follow up update will be recorded on the incident form in order for all parties to have the opportunity to reflect on the action taken. The designated member of staff will monitor relations between the victim

and perpetrator and will report back to parents/carers at agreed times. If there are no further incidences, then the incident will be considered resolved and there will be no further action.

Parents/carers will be advised to contact the Academy if they suspect any re-occurrences of bullying. If there are further incidences, then a support plan will be put in place for both the perpetrator and the victim and may involve outside agencies. It may also be appropriate to action consequences in line with the behaviour policy which may mean exclusion is considered.

In the majority of instances, the matter can be resolved quickly between children with no further action but there will be instances where a sanction has to be implemented such as lost playtime or working in another area for a fixed period of time. Parents/carers of both victim and perpetrator are fully informed throughout.

Support for both bully and victim will take the form of building self-esteem, suggesting strategies to work with others and how to deal with conflict.

There may be instances where an incidence of bullying will be considered a safeguarding matter. The Principal of the Academy will then take responsibility for further investigation and/or action.

The Principal will record and report the number and nature of bullying incidences to the Governing Body as requested.

## **Links with other school policies and practices**

- Behaviour policy
- The teaching of Citizenship and PSHE
- Safeguarding procedures
- Complaints procedures
- The Single Equality Scheme
- E-Safety policy
- The recording of racial incidents
- Whistleblowing

## **Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Principal and Deputy, Phase Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Principal to communicate the policy to the school community.
- Children to abide by the policy.

The named member of staff with lead responsibility for this policy is: Mr T. M. North.

Monitoring and evaluation of this policy will be covered under monitoring of safeguard policy.

## **Monitoring and review, policy into practice**

This policy will be monitored and reviewed annually. Any issues identified through the monitoring of this policy will be incorporated into the school's action planning. The school uses guidance by the DCSF<sup>1</sup>. and the Anti-bullying Alliance (ABA) Assessment Tool to inform its action planning.

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<sup>1</sup> *DCSF Guidance "Safe to Learn: Embedding anti-bullying work in schools"*  
<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

## **Appendix 1 – Racial discrimination**

Inappropriate behaviour based on racial prejudice is a form of bullying and is treated as such.

Care should be taken to distinguish actions based on premeditated racial prejudice from an argument between two children when inappropriate insults related to personal characteristics are exchanged. The latter is unacceptable and must be tackled but it is not necessarily based on overt prejudice.

When dealing with racist behaviour the child's parents must be involved and it must be made clear to all parties that such a matter is very serious and totally unacceptable in the academy.

## Appendix 2 – Online/Cyber Bullying

The following policy is adapted from advice given by Becta.

The Academy recognises online bullying as:

**'the use of information and communication technologies such as email, (mobile) phone and text messages, instant messaging, defamatory personal websites and defamatory personal polling websites, to support deliberate, repeated, and hostile behaviour by an individual or a group, that is intended to harm others.'** [*Bill Belsey, www.cyberbullying.ca*]

Bullying can include inappropriate text messaging and electronic messaging (including through websites, social networking sites and instant messenger (IM)) and sending offensive or degrading images by phone or via the internet.

In order to reduce risks, it is important for all staff in school to be aware of the issues and have knowledge of methods for dealing with online bullying. These are as follows:

### **Bullying by text message**

Children should be advised to be careful about giving out their mobile phone number, and ask that those that have their number never pass it on. If being bullied by text message, children should immediately seek help from a teacher, parent or carer. They should not respond to the messages, but should keep a detailed diary recording information such as the content of the message, the date, the time, the caller ID or whether the number was withheld or not available. The messages should also be stored on the phone in case they are needed later as evidence. Abuse in the form of bullying should be reported to the mobile phone company who can take certain steps to try to resolve the situation, and in some instances it may also be necessary to involve the police.

In some cases, it may be necessary, or easier, to change the mobile phone number or to purchase a new phone.

### **Bullying by email**

If being bullied by email, children should not respond to the messages, but should seek help from a teacher, parent or carer. Likewise, if they receive an email message from an unknown sender, they should exercise caution over opening it, or ask an adult for assistance. Don't delete the message but keep it as evidence of bullying. If the email is being sent from a personal email account, abuse should be reported to the sender's email service provider. Many email programs also provide facilities to block email from certain senders. If the bullying emails continue, and the email address of the sender is not obvious the school's email service provider could be asked to track the address.

In certain cases, it may be easier to change your email address, and exercise caution over who this new address is given to.

### **Bullying within chat rooms or by instant messaging**

Chat rooms are blocked from the school's system. At home, children should be encouraged to always use moderated chat rooms, and to never give out personal information while chatting. If bullying does occur, they should not respond to messages, but should leave the chat room, and seek advice from a teacher, parent or carer. If using a moderated chat room, the system moderators should also be informed, giving as much detail as possible, so that they can take appropriate action.

Where children are chatting privately between each other via IM, children should be encouraged to only add people to their buddy list that they know, and reject requests from others to join their list.

If a child is bullied or harassed by IM, the service provider should be informed giving the nickname or ID, date, time and details of the problem. The service provider will then take appropriate action which could involve a warning or disconnection from the IM service. If a child has experienced bullying in this way, it might also be worth re-registering for instant messaging with a new user ID.

### **Bullying by websites**

If a child discovers a bullying website referring to them, they should immediately seek help from a teacher, parent or carer. Pages should be copied and printed from the website concerned for evidence, and the internet service provider (ISP) responsible for hosting the site should be contacted immediately. The ISP can take steps to find out who posted the site, and request that it is removed. Many ISPs will outline their procedures for dealing with reported abuse in an acceptable use policy (AUP) which can be found on their website. Additionally, many websites and forum services now provide facilities for visitors to create online votes and polls, which have been used by bullies to humiliate and embarrass their fellow pupils. Again, any misuse of such services should be reported to a teacher, parent or carer who should then take steps to contact the hosting website and request the removal of the poll.

## **How to Minimise Online Bullying**

Through discussions, children should be made aware of the following guidelines in order to minimise online bullying:

### **Keep personal information private**

Personal information should be kept private at all times. This includes details such as name, address, photos of yourself and your friends, email addresses, home and mobile phone numbers, school name, membership of clubs, information on family and friends, and passwords. If bullies don't have access to this information, the less likely they are to be able to abuse it.

### **Don't believe everything you read**

Just because someone online tells you that they are 15 does not mean they are telling the truth. Even adults can't tell when a male pretends to be a female or a 50 year old pretends to be a 15 year old.

### **Use netiquette**

Be polite to others online as you would offline. If someone treats you rudely, or is mean, you should not respond. Chances are that the bully will see that they are having no effect, and stop the abusive messages. If not, and the abusive messages continue, seek help from a teacher, parent or carer.

### **Never send messages when angry**

Wait until you have calmed down and had time to think. Do your best to make sure that your messages are calmly and factually written. You will usually regret sending an angry message, sometimes known as a flame or flaming, to someone later on. Once you've sent a message in anger, it's extremely difficult to undo the damage that can be done.

### **Never open a message from someone you don't know**

Delete strange emails or text messages from people you don't know. If in doubt, seek advice from a teacher, parent or carer.

### **If it doesn't look or feel right, it probably isn't**

Trust your instincts. If you ever see anything on the internet or receive an email or text message that makes you feel uncomfortable, switch off the computer or phone and seek advice from a teacher, parent or carer.

**You don't have to be 'always on' – turn off, disconnect, unplug**

Give yourself a break. Don't stay online for too long. Spend time with your families and friends offline.

**Don't reply to messages from online bullies**

Even though you may really want to, this is exactly what online bullies want. They want to know that they've got you worried and upset. Don't give them that pleasure.

**Protect yourself**

Never arrange to meet someone you have met online.

**Don't keep bullying to yourself**

You are not alone! Tell an adult you know and trust. They can help you combat the online bullying.

## Appendix 3 – Anti-bullying Incident Report Form



Folkestone  
St Mary's Church of England  
Primary Academy

<b>Anti-Bullying Incident Form</b> <b>Part 1 – The school – initial details</b>
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Date:	
Completed by:	

	Name	Class
Complainant(s)		
Alleged victim(s)		
Alleged perpetrator(s)		

**The Incident:**

Date:		Location:	
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Type of Incident:	
<input type="checkbox"/>	Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)
<input type="checkbox"/>	Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)
<input type="checkbox"/>	Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)
<input type="checkbox"/>	Other (please explain)

Theme (if applicable):	
<input type="checkbox"/>	Cyber (through technology such as mobile phones and internet)
<input type="checkbox"/>	Disability (related to perceived or actual disability)
<input type="checkbox"/>	Homophobic (related to perceived or actual sexual orientation)
<input type="checkbox"/>	Racist (related to race, ethnic, national origin, colour & nationality)
<input type="checkbox"/>	Sectarian (related to religious belief and/or political opinion)

Details of what happened:

Does the school consider this to be a bullying incident?	Yes / No
Give reasons:	



**Anti-Bullying Incident Form  
Part 2 – The victim**

Date:	
Completed by:	

	Name	Class
Alleged victim(s)		

**Follow up:**

Action taken/support given for alleged victim:	
<input type="checkbox"/>	Discussion of the incident with peers/class
<input type="checkbox"/>	Defined on-going support/monitoring from staff
<input type="checkbox"/>	Parents involvement (please specify)
<input type="checkbox"/>	Counselling
<input type="checkbox"/>	Referral to other agencies (please specify)
<input type="checkbox"/>	Other (please specify)

Notes:

Does the parent consider this to be a bullying incident?	Yes / No
Give reasons:	

**Outcome:**

Date:	
Completed by:	

Level of satisfaction:			
Good	Satisfactory	Poor	Unresolved

Agreed follow up date for review:	
Signed (staff):	
Signed (parent):	

**Anti-Bullying Incident Form**  
**Part 3 – The alleged perpetrator**

Date:	
Completed by:	

	Name	Class
Alleged perpetrator(s)		

**Follow up:**

Action taken/support given for alleged perpetrator:	
	Discussion of the incident with peers/class
	Defined on-going support/monitoring from staff
	Parents involvement (please specify)
	Counselling
	Referral to other agencies (please specify)
	Fixed exclusion
	Permanent exclusion
	Other (please specify)

Notes:	

Does the parent consider this to be a bullying incident?	Yes / No
Give reasons:	

**Outcome:**

Date:	
Completed by:	

Level of satisfaction:			
Good	Satisfactory	Poor	Unresolved

Agreed follow up date for review:	
Signed (staff):	
Signed (parent):	

**Anti-Bullying Incident Form**  
**Part 4 – The school – follow up**

Date:	
Completed by:	

	Name	Class
Complainant(s)		
Alleged victim(s)		
Alleged perpetrator(s)		

<b>Actions taken:</b>        
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<b>Further action required:</b>        
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**Outcome:**

Date:	
Completed by:	

<b>Level of satisfaction:</b>			
Good	Satisfactory	Poor	Unresolved

Signed (staff):	
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1. Please pass this form to the Phase Leader. Signed by SLT.....Date.....
2. Please now pass this form to Hannah Haines to input onto SIMS. Completed Date .....