

# Farrowdale House

## INDEPENDENT PREPARATORY SCHOOL

**Proprietors:**  
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### Anti-Bullying Policy

**This policy applies to the whole school including the EYFS**

This policy is written with regard to the DfE advice:

- Preventing and Tackling Bullying (July 2017)
- Cyberbullying: Advice for head teachers and school staff (2014)

#### Introduction

DofE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

#### Aims and objectives

Bullying is behaviour that intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is a carer- it may occur directly or through cyber- technology (social websites, mobile phones, text messages, photographs and e-mail.

We take bullying very seriously, both physical and emotional- which may cause psychological damage. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response to any bullying (including cyber-bullying) incidents that may occur both in and outside of school.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. Bullying on the basis of the protected characteristics is taken particularly seriously. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

## **The role of the Proprietors**

The Proprietor supports the Head teacher in all attempts to eliminate bullying from our school. The Proprietor will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Proprietor monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Proprietor requires the Head teacher to keep accurate records of all incidents of bullying, and to report on request about the effectiveness of school anti-bullying strategies. Bullying incidents will be logged according to their nature and if they are based on the protected characteristics.

## **The role of the Head teacher**

It is the responsibility of the Head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head teacher reports to the Proprietor about the effectiveness of the anti-bullying policy on request.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. Other opportunities for discussions about bullying are found in PHSE, projects, drama, stories, literature with discussion of differences between people and the importance of avoiding prejudice-based language.

The Head teacher and Proprietor ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

All staff are aware of the threshold in which a bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place. Appropriate action is defined to resolve and prevent problems. Staff are signposted to sources of support where appropriate and should it be required; we can invest in specialised skills to understand the needs of our pupils including LGBT/SEND.

We are a small staff and work closely together to ensure we are consistent. Any issues are brought to staff meetings to keep each other up to date. We believe in working together to solve a problem.

In the Head teacher's office there is an incident diary (Sanctions File) in which the Head teacher records all incidents of bullying that occur both in and out of class. Any adult who may witness an act of bullying should report it to the Head teacher who will record it in the incident book.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions (and support if required) for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the Head teacher is informed. The child's

parents will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head teacher may contact external support agencies, such as the social services or consider exclusion in cases of severe and persistent bullying.

All members of staff routinely attend training, (including on-line safety) which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. The teachers use circle time, drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Merit assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere and to create an environment of good behaviour and respect with helpful examples set by staff and older children.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head teacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. This includes both parents and pupils knowing how to deal with bullying if it occurs and are clear about the part they can play to prevent it, including when they find themselves as bystanders.

### **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

### **Cyberbullying**

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). 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 from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying

- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

Our pupils have access to technologies that have both positive and negative potential. Our acceptable use of technologies policy gives guidance to staff about the school's expectations and safeguarding obligations. These expectations are communicated to all staff during induction as well as part of on-going training in order to safeguard and protect our pupils.

### **Roles and Responsibilities**

The Proprietor will take overall responsibility for the coordination and implementation of cyberbullying prevention and response strategies supported by the designated safeguarding lead officer. The Proprietor and the DSL will:

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy.
- ensure that all policies relating to safeguarding, including cyberbullying are reviewed and updated regularly
- ensure that parents/carers are informed through email and class dojo and attention is drawn to the cyberbullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare.
- ensure that children are aware and revisit what cyberbullying is and how to deal with it through the curriculum. (Make children aware of Childline or the thinkuknow website: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond.

### **The Proprietors will:**

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- provide regular information for parents/carers on online safety and the positive use of technology
- provide annual training for staff on the above policies and procedures
- provide annual training for staff on online safety
- plan and deliver a curriculum which supports staff to teach about on online safety in computing lessons and builds resilience in pupils to protect themselves and others online.

### **The Proprietors will:**

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The school uses DreyTek to filter all internet access. Drey Tek records access to prohibited sites which enables the Computer assistant to report issues immediately to the computer coordinator and the Designated Safeguarding Lead.

- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Proprietor on request about the effectiveness of the policy. This anti-bullying policy is the Proprietors' responsibility, and they review its effectiveness annually. This is done by examining the school's anti-bullying incident book, where incidents of bullying are recorded, and by discussion with the Head teacher. The information is analysed for patterns of people, places or groups and is looked at in particular for any bullying based on the protected characteristics which will be distinguished in our records.

This policy will be reviewed annually or earlier if necessary.

Reviewed September 2021

## **Appendices**

1. Exploring Bullying through the curriculum
2. What Can You Do if you are Being Bullied – Information for Pupils,
3. Information for Parents.

### **Appendix 1**

Through the curriculum school could explore issues such as

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied or to bully?
- What are the effects of bullying behaviour on bullied pupils; on pupils who bully others; on bystanders?
- What would our school (our society) be like if bullying behaviour was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- What moral dilemmas do we face when we are confronted with bullying behaviour?

### **Appendix 2**

#### **Information for pupils**

When you are being bullied

**DON'T SUFFER IN SILENCE! FEAR IS A BULLY'S GREATEST WEAPON AND YOU MUST NOT BE AFRAID OF TELLING.**

- Be firm and clear – look them in the eye and tell them to stop
- Try not to show you are upset. It is hard, but bullies thrive on fear.
- Get away from the situation as quickly as possible.
- Stay with a group of friends if possible.
- There is safety in numbers.
- Tell an adult what has happened straight away.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and not make things worse for you.

#### **After you have been bullied**

- Tell a teacher or another adult in your school.
- Tell your family.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Keep on speaking up until someone listens.
- Don't blame yourself for what has happened.

#### **When you are talking about bullying with an adult, be clear about**

- What has happened to you
- How often it has happened

- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already.

### **If you know someone is being bullied:**

TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully.

If you cannot get involved, tell an adult IMMEDIATELY

Do not be, or pretend to be, friends with a bully.

REMEMBER: Don't suffer in silence! If we don't know then we can't do anything about it.

## **Appendix 3**

### **Information for parents and families**

All schools are likely to have some problem with bullying at one time or another. It is important we take steps to reduce and prevent bullying, as many schools have already successfully done.

Bullying behaviour includes:

- Name calling and teasing.
- Physical violence.
- Threats.
- Isolating individuals from group activities.
- Parents and families have an important part to play in helping schools deal with bullying.

As a parent:

- Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve the difficult situations without using violence or aggression.
- Watch out for signs that your child is being bullied or is bullying others. Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried.
- Make sure your child is fully aware of the school policy concerning bullying and that they must not be afraid to ask for help.

If your child has been bullied:

- Calmly talk with your child about his/her experience.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- Make an appointment to see your child's class teacher or form tutor.

- Explain to the teacher the problems your child is experiencing.

Talking with teachers about bullying:

- Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school; let them know if things improve as well as if problems continue.

If you are not satisfied:

- Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

Make an appointment to discuss the matter with the Head teacher.

- If this does not help, contact the Proprietor explaining your concerns and what you would like to see happening.

Contact local or national parent support groups for advice.

### **If your child is bullying other children**

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

Children sometimes bully others because:

- They don't know that it is wrong.
- They are copying older brothers or sisters or other people in the family whom they admire.
- They haven't learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

To stop your child from bullying others

- Talk with your child; explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/she can join in with other children without bullying.
- Make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him/her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is cooperative or kind to other people.