

# ANTI-BULLYING POLICY

NOVEMBER 2017

## ‘One Voice Speaks Volumes’

**Notice to staff using a paper copy of this guidance –**

**LearnLiskeard holds the most recent procedural version of this guidance. Staff must ensure they are using the most recent guidance.**

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**Related Policies and documents:**

**Behaviour for Learning Policy**

**Curriculum Policy**

**Single Equality Scheme Policy**

**Special Educational Needs Policy**

**Home School Agreement**

**Drug Use and Misuse Policy**

**Restraint and Positive Handling Policy**

**Professional Standards for Teachers**

**Keep Children Safe in Education**

**Grievance Policy (Staff) – if any member of staff feels bullied, please refer to the Grievance Policy**

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# Liskeard School Anti-Bullying Policy

## 1.0 Statement of Intent

- 1.1 The aim of this anti-bullying policy is to ensure that pupils learn in a safe, caring and supportive environment, without fear of being bullied. Bullying is an unacceptable and anti-social behaviour which affects everyone and therefore will not be tolerated.
- 1.2 'One voice speaks volumes' indicates that bullying is too important not to report'. It is a basic entitlement for our pupils that they receive their education free from humiliation, oppression and abuse. It is the responsibility of us all including the pupils themselves to ensure that the education of pupils at Liskeard School and Community College takes place in an atmosphere which is caring and protective.
- 1.3 This policy is posted on the school's website.

## 2.0 Definition of bullying

- 2.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Bullying is difficult for those being bullied to defend against. We also recognise the damage non-deliberate behaviour can cause and give advice to students on how to manage this and the steps the school will take..
- 2.2 It can be:
- i. Emotional/psychological – excluding, tormenting, threatening, intimidating
  - ii. Physical – punching, tripping, kicking – violence of any kind
  - iii. Verbal – name calling, spreading rumours
  - iv. Cyber – all areas of internet/email/social media. Mobile phone misuse, e.g. offensive text messages
  - v. Racist/Ethnic – racial remarks or taunts, inappropriate use of language, e.g. use of the word 'pikey'. Reference to religion, e.g. Islamophobia
  - vi. Sexual/Sexist – unwanted physical contact, sexually abusive comments
  - vii. Homophobic – because of, or focusing on, sexuality, inappropriate use of language, e.g. the derogatory use of the word 'gay'
  - viii. Prejudice-driven incidents which may include reference to disability/age/gender/nature of special educational need, appearance, health
- 2.3 There are a number of very important reasons for challenging bullying behaviour.
- 2.3.1 *The safety and happiness of pupils:*  
When pupils are bullied their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem.
- 2.3.2 *Educational attainment and achievement:*  
The unhappiness of bullied pupils is likely to affect their concentration and learning: progress will be checked. Some children will avoid bullying by not coming to school; opportunities for social interaction and involvement in extra-curricular activities will suffer.
- 2.3.3 *Providing a model for helpful behaviour:*  
If pupils observe bullying behaviour apparently going on unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. Also, bullies need to be disciplined and counselled before they take their anti-social tendencies out of school.
- 2.3.4 *Confirming our reputation as an effective caring school:*  
No school can claim with absolute confidence that 'there is no bullying here'. The real issue is that the school needs to demonstrate, through policy and practice, that it responds quickly and effectively to bullying.

### **3.0 Aims of anti-bullying policy**

- 3.1 To provide a happy and caring environment in which to learn, where each member of the school community is valued, and where pupils are able to develop self-respect and self-control.
- 3.2 To engender respect for and tolerance of others – regardless of differences of race, gender, culture, sexuality or religion.
- 3.3 To help pupils acquire attitudes and skills (such as inter-personal and conflict resolution) relevant to their adult life.
- 3.4 To encourage and exercise moral values in dealing with others.
- 3.5 To reduce or prevent incidents of bullying.
- 3.6 To provide a clearly defined framework for dealing with the victims and the perpetrators of incidents of bullying.
- 3.7 To ensure that this framework is understood and trusted by pupils, parents and staff (anti-bullying awareness).
- 3.8 To counter the ‘myths’ about bullying.

### **4.0 Preventing bullying**

- 4.1 It is vital that teachers strive to create a climate of trust, inclusion and acceptance within their classrooms, and that school leaders support teachers in this endeavour. It is also vitally important for teachers to model inclusive behaviour in their relationships both with other adults and children and young people. Of course, for the vast majority of teachers this is already part of their established practice.
- 4.2 Staff can do much to prevent the emergence of bullying.
  - i. Using time in lessons and especially in tutorial/assembly to help uphold the positive ethos of the school – teachers and tutors are there to help young people make better sense of the world around them
  - ii. Staff having a presence in and around the building making sure that there are no areas left unsupervised.
  - iii. Standing outside their rooms at lesson changeover to cast a proprietorial eye over their ‘area’ and over the movement of pupils (known as ‘Meet and Greet’.)
  - iv. Letting pupils know that they will not tolerate bullying.
  - v. Intervening to prevent nudging, play fighting and other such physical expressions.
  - vi. Putting a stop to obvious teasing, name-calling and other verbal banter that so easily causes annoyance and offence.
  - vii. ‘Policing’ congestion points (doorways, corridor junctions, queues) to minimise pushing and shoving.
  - viii. Being prompt and letting pupils into classrooms quickly.
  - ix. Using sensitive seating plans in lessons.
  - x. Being aware of the group dynamics – watching how youngsters interact
  - xi. Acting professionally by modelling the positive behaviours desired in our young people – allowing them to see staff practice what they preach
  - xii. Using praise, merits and other rewards to promote positive behaviours and attitudes, ‘catch them doing something good’

### **5.0 Reporting incidents of bullying**

- 5.1 Pupils must be encouraged by tutors and teachers to:
  - i. Tell somebody in school so that the matter can be dealt with. Don’t suffer in silence
  - ii. Talk to parents/carers at home
- 5.2 Pupils can tell:
  - i. Friends/peers
  - ii. Older pupils, especially Peer Mentors or Sixth Formers
  - iii. Teachers or tutors
  - iv. Lunchtime supervisors
  - v. Head of Year, Assistant Head of Year, Deputy Head, Head Teacher
  - vi. Parents/carers
  - vii. Report bullying to a member of staff remotely through the Make a Noise website (all pupils are given log ins and passwords)

- 5.3 All incidents of bullying must be referred to the Head of Year or Assistant Head of Year to investigate
- 5.4 Written details about incidents can be given to any member of staff or handed in to reception
- 5.5 Once an incident of bullying has been reported an appropriate member of the Pastoral Team will interview the victim(s). All parties involved should be given an opportunity to respond to events
- 5.6 All interviews should be recorded. Documentation must be placed in the pupil's personal record file held in central records and a copy filed with the Assistant Head Teacher (Inclusion)
- 5.7 All incidents of bullying must be logged on SIMS

## **6. Dealing with bullies and victims**

Staff are directed to Appendix 3 'Guidance for Staff'.

- 6.1 Pupils are to be interviewed as soon as possible
- 6.2 A variety of approach/strategies are used according to the circumstances but in all cases the victim is reassured that there should be no repetition and the bully is clear that such actions are unacceptable
- 6.3 It is important that records are kept especially of action(s) taken
- 6.4 The effects of action taken are reviewed by further contact with the pupils by the member of staff who dealt with the initial incident. Should the situation reoccur then the Head of Year will inform and issue an appropriate sanction.
- 6.5 Persistent bullying will be referred to the appropriate member of the Senior Leadership Team (SLT). The Head of Year and SLT will discuss the situation and devise a formalised strategy to resolve the problem. Fixed term exclusions may be employed. The Local Authority (LA) will then be informed
- 6.6 Sometimes outside help is necessary for a successful outcome and help from the following could be sought: Education Welfare Officer, Educational Psychologist, Police Liaison Officer, Connexions, the school's TICTAC centre and counsellor, Common Assessment Framework.
- 6.7 Restorative justice approaches may be taken which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.
- 6.8 It is our hope that any parent whose child is subjected to bullying will report the incident to a member of staff. Any action then taken by the school does not pre-empt a parent's right to make a direct complaint to the police.
- 6.9 Any parent who is not satisfied with the action taken by the school in dealing with bullying matters should be encouraged to indicate that dissatisfaction in writing to the Head Teacher.

## **7.0 Anti-Bullying Awareness Raising**

- 7.1 Pupils need to be made aware of the types of bullying and explore strategies for dealing with bullying through the formal curriculum in areas such as: Drama, English, Religious Education and Personal, Social, Citizenship and Health Education (PSCHE). The PSCHE & ICT schemes of work also contain lessons on e-safety.
- 7.2 Assemblies are used to keep the subject of anti-bullying in the minds of pupils.
- 7.3 The Student Planner has a section on bullying
- 7.4 Each tutor group notice-board must display an anti-bullying notice
- 7.5 The issue of bullying is an item on the agenda of School Council meetings on a regular basis during which the effectiveness of the policy can be partly assessed with feedback from the form representatives
- 7.7 Peer mentors and other mechanisms such as focus groups and occasional questionnaires help monitor and assess the nature, frequency and severity of bullying
- 7.8 Anti-Bullying Week in November each year

7.9 Accessing the anti-bullying resources available the Make a Noise website

## 8.0 Parental Awareness

It is important that parents are also informed about our stance on bullying and supported by the school:

- 8.1 The school's stance on bullying is made clear in the Primary/Secondary Transfer booklet
- 8.2 Attention should be drawn to the relevant pages in the Student Planner.
- 8.3 This Anti-Bullying Policy (including appendix 2 'Advice, guidance and support for parents') is included in the school's website. Information regarding any updates to the policy is also sent out annually in the Head Teacher's letter to parents in the Autumn term.

## 9.0 Supporting pupils involved in bullying

Any whole school strategy to deal with the problem of bullying must move on from simply disciplining pupils who bully. Staff dealing with bullying incidents need to consider:

- 9.1 How to make the pupils who bully change their behaviour
- 9.2 How to help the victims of bullying to cope better next time or to avoid being bullied altogether
- 9.3 How to support victims of bullying
- 9.4 Appendices 1, 2 and 3 all provide further advice, guidance and support.

## 10.0 Bullying by race, gender or sexual orientation

### 10.1 *Racist bullying*

In the 1999 MacPherson Report, racist bullying was defined as "any incident which is perceived to be racist by the victim or any other person". Incidents can include:

- i. verbal abuse by name calling and offensive mimicry
- ii. racist jokes
- iii. wearing of offensive badges, insignia or clothing
- iv. bringing racist leaflets, comics or magazines to school
- v. racist graffiti

Staff need to be especially aware of any such behaviour. Perpetrators of perceived racist bullying should be referred to the Assistant Head Teacher (Inclusion) who will complete an equality and diversity incident reporting form to the Local Authority.

### 10.2 *Sexual bullying*

10.2.1 Sexual bullying affects both boys and girls. In general, sexual bullying is characterised by:

- i. abusive name calling
- ii. looks and comments about appearance, attractiveness and emerging puberty
- iii. inappropriate and uninvited touching
- iv. sexual innuendo and propositions
- v. pornographic material
- vi. graffiti with sexual content
- vii. sexual assault

10.2.2 Sexual bullying can sometimes be the result of immaturity. The whole area of puberty, gender relations and emerging sexual attraction is something to be explored through the school's PSCE programme of study.

10.2.3 Sexual bullying can also be related to *sexual orientation*. Staff must:

- i. challenge sexual and homophobic language (including 'gay', 'slag')
- ii. explore issues of diversity and difference through the formal curriculum
- iii. guarantee confidentiality and appropriate advice to lesbian, gay, bisexual and transgender pupils

10.2.4 TICTAC has access to counsellors trained to deal with homophobic bullying and to support lesbian, gay, bisexual or transgender pupils.

10.2.5 All racist and sexual bullying must be reported to and dealt with where possible by a member of the SLT

### **11.0 Bullying outside school and on the school bus**

Schools have a common law duty of care to deal with bullying outside the school gates and on journeys to and from school.

#### **11.1 School buses**

- i. The driver is responsible for the welfare and management of pupils whilst being transported. In practice, the school deals with all incidents.
- ii. If bullying on the bus is a persistent problem, repeat offenders may have their right to travel suspended
- iii. Only the SLT can suspend bus passes after consultation with:
  - County Transport and Admissions Team
  - Bus contractor
  - Parent(s)/carer(s) of the bully
- iv. There are several levels of suspension in order of severity:
  - One week
  - Fortnight
  - Month
  - Permanent ban
- v. During the period of suspension, parent(s)/carer(s) are responsible for ensuring their child attends school

#### **11.2 In the local community**

- i. Bullying on the way to and from school needs to be dealt with
- ii. The local Police Community Liaison Officer may be involved
- iii. Tell pupils about safe routes to school
- iv. Encourage pupils concerned about this to remain in school to complete homework allowing the possible problem to 'evaporate'
- v. Talk to pupils about how to handle bullying outside the school premises

### **12.0 Dealing with more persistent bullies**

Where pupils do not respond to preventative strategies to combat bullying, the SLT will take tougher action to deal with persistent and violent bullying.

#### **12.1 Sanctions might include:**

- i. detentions
- ii. anti-bullying contracts
- iii. withdrawal of break and lunchtime privileges
- iv. withholding participation in any school trips or sports events that are not an essential part of the curriculum
- v. internal exclusion
- vi. fixed term exclusion
- vii. managed move to another school
- viii. permanent exclusion – where serious violence and/or persistent serious bullying is involved

12.2 Permanent exclusion for serious and persistent bullying will be an exceptional event. However, appeal panels have been informed that they should not seek to overrule such a decision.

### **13.0 Bullying of a member of staff**

If a member of staff feels s/he has been bullied, s/he needs to see SLT link staff welfare and/or the governor responsible for confidentiality/welfare.

### **14.0 Monitoring**

14.1 All incidents of bullying will be recorded on SIMS.

14.2 The Governors will monitor the effectiveness of this policy, reviewing bullying statistics at the Local Governing Committee each term.

## Appendix 1

Advice, guidance and support for pupils (further information can be found on the Make a Noise website: [www.makeanoise.info](http://www.makeanoise.info))

### Bullying?

- Is deliberately hurtful behaviour
- Is repeated over a period of time
- Is difficult for those being bullied to defend against

### Bullying is NOT:

- Being friendly one day and squabbling the next!
- When two pupils of equal power and strength have a quarrel or one-off fight

### If you are ever being bullied:

- Don't suffer in silence
- Be firm and clear – look them in the eye and tell them to stop ('broken record' technique)
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away
- Try to ensure that you are always with a friend
- The same applies if you are feeling vulnerable or victimised even if it is as a result of "non-deliberate" behaviour, e.g. friendly banter, being left out

### If you have been bullied:

- Tell a teacher immediately or another adult in your school (tutor, TICTAC)
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you or tell a Peer Mentor
- Keep on speaking up until someone listens and does something to stop the bullying
- 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

For further advice, guidance and support the following organisations and websites are available:

The Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>		
CEOP	Tel: 0370 49622 general enquiries (available 24/7)		
Childline	Tel: 0800 1111		
Childnet	<a href="http://www.childnet.com">www.childnet.com</a>		
The Diana Award	<a href="http://diana-award.org.uk/">http://diana-award.org.uk/</a>		
Internetmatters	<a href="http://www.internetmatters.org">www.internetmatters.org</a>		
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	Tel: 020 7730 3300	
Get Connected	<a href="http://www.getconnected.org.uk">www.getconnected.org.uk</a>	Tel: 0808 808 4994	Text: 80849
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	Tel: 0808 800 5000	
The Parent Zone	<a href="http://www.theparentzone.org.uk">www.theparentzone.org.uk</a>		
Thinkuknow	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>		
Young Minds	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	Tel: 0808 802 5544	
UK Safer Internet Centre	<a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a>	Tel: 0844 800 2382 SWGfL	
		Tel: 020 7639 6967 Childnet	
		Tel: 0792 955 3679 Internet Watch Foundation	



## **Appendix 2**

### **Advice, guidance and support for parents**

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy and use it to reduce and prevent bullying.

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

*First*, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

*Second*, ask to see the school's anti-bullying policy. The anti-bullying policy will set out how the school deals with incidents of bullying. You have a right to know about this policy which is as much for parents as it is for staff and pupils.

*Third*, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied.

Common symptoms include:

A child is:

- frightened walking to and from school
- doesn't want to travel on the school bus
- changes their usual routine
- becomes unwilling to go to school – school phobic
- becomes withdrawn, anxious or lacking in confidence
- attempts, threatens, talks about suicide, or runs away
- feels ill in the mornings: headaches, stomach aches
- comes home with torn clothing
- possessions missing or damaged
- asks for or steals money
- has unexplained bruises or cuts
- becomes unusually aggressive or disruptive
- stops eating
- bullies other children or siblings
- won't say what is wrong
- afraid to use internet or mobile phone
- nervous and jumpy if a cyber message is received
- becomes clingy
- disturbed sleep

It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent/ and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

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 form tutor, Assistant Head of Year or Head of Year
- explain to the teacher the problems your child is experiencing

Talk to 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
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school; let the school know if things improve as well as if problems continue

If you think your concerns are not being addressed:

- ask for a copy of the school's anti-bullying policy and check to see if agreed procedures are being followed
- then contact the school and ask for an appointment to discuss matters with the Assistant Head Teacher (Inclusion)
- If that fails, make an appointment to meet the Head Teacher
- If that fails, write to the Chair of Governors explaining your concerns and what you would like to see happen, care of Liskeard School and Community College, Luxstowe, Liskeard, PL14 3AE

We also recognise that at times children may feel victimised or vulnerable, but that this might not be as a result of deliberate behaviour by others, e.g. friendly banter or being left out. It is important that this information is passed on so that the perpetrator(s) can be made aware of the damaging impact of their non-intentional actions. However, we would not class this as bullying.

For further advice, guidance and support the following organisations and websites are available:

The Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>		
CEOP	Tel: 0370 49622 general enquiries (available 24/7)		
Childline	Tel: 0800 1111		
Childnet	<a href="http://www.childnet.com">www.childnet.com</a>		
The Diana Award	<a href="http://diana-award.org.uk/">http://diana-award.org.uk/</a>		
Internetmatters	<a href="http://www.internetmatters.org">www.internetmatters.org</a>		
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	Tel: 020 7730 3300	
Get Connected	<a href="http://www.getconnected.org.uk">www.getconnected.org.uk</a>	Tel: 0808 808 4994	Text: 80849
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	Tel: 0808 800 5000	
The Parent Zone	<a href="http://www.theparentzone.org.uk">www.theparentzone.org.uk</a>		
Thinkuknow	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>		
Young Minds	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	Tel: 0808 802 5544	
UK Safer Internet Centre	<a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a>	Tel: 0844 800 2382 SWGfL	
		Tel: 020 7639 6967 Childnet	
		Tel: 0792 955 3679 Internet Watch Foundation	

The Department for Education also provide further advice and guidance for parents. To access this please follow the link below.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

## Appendix 3 Guidance for Staff

It is the policy of this school that bullying behaviour is unacceptable and must not be ignored. When a report of alleged bullying from pupils is made the following action should be taken.

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said (keep an open mind – do not be dismissive)
- Record the date, time, place, any non-verbal behaviour and the words used by the pupil, rather than re-interpreting them yourself. Record statements and observable things rather than your interpretations or assumptions
- Reassure the pupil that s/he was right to tell you. Do not promise confidentiality, as you need to refer to other staff, Head of Year, parents, police, etc.
- Reassure the pupil that: it's not their fault . . . they are not the only person to have suffered. If the 'bully' gets into trouble it is their own fault/responsibility, never the fault of the pupil who rightly complained
- Advise the Assistant Head of Year/Head of Year of the allegation, provide them with a copy of your notes. They will investigate and take the necessary action.

### Guidance for the Assistant Head of Year

In dealing with pupils who have allegedly been bullying, there are three positive aims:

1. to stop the bullying behaviour, immediately
2. to re-educate the pupils' attitudes and behaviour for the future
3. to reconcile the pupils involved, if possible

### Guidance when talking with Parents

#### (a) Parents of any children involved, in any role, in bullying:

The aim should be to foster and maintain a good relationship in both the short term and long term.

Points for consideration:

- Who should talk with the parent(s)/carer(s)? Normally this is the member of staff dealing with those involved
- Where to talk? Choose an office where the discussion can take place uninterrupted
- What attitude/approach should be taken? Staff must remain objective; avoid anecdotal 'evidence'. Staff are de facto in loco parentis for all those involved
- Choice of language taking care not to label the child. Do not make it personal; condemn the behaviour not the child
- How to explain the school's position? What to do in case of a threat of violence? The school will not tolerate bullying. Violence is a serious breach of conduct and will be punished accordingly.

#### (b) Parents of a child who is, allegedly, being bullied?

- Allow the parent(s)/carer(s) to express their feelings, uninterrupted.
- Accept those feelings (they are real for that parent, even if they might seem excessive to you). Useful phrases include: "I realise you're upset"; "I'll try to help"; "This must be difficult for you". Avoid: "I know how you feel".
- Assure the parent(s)/carer(s) that you are pleased they have taken the time to see you
- Express the view that bullying is unacceptable, and that you intend to act positively. Ask them to keep in touch with you

#### (c) Talking with parent(s)/carer(s) of a child who has, allegedly, been bullying

- Avoid labelling their child 'a bully'. Begin by offering some positive view/aspect of their child, which you appreciate and value
- Show a shared concern for their child's problem (antisocial bullying behaviour) and a concern to help that child fulfil his/her best potential. Useful phrases include: "I'm sure we both share a concern for ...'s future". "We need to help him/her to show his/her best side/develop his/her potential and talents, avoid spoiling him/herself with this sort of behaviour".
- Ask if anything could be upsetting/stressing the child, now or recently, to trigger the bullying behaviour.
- Get the parent(s)/carer(s) to agree, if possible, that bullying the child who bullies will not be a positive approach to take.
- Explain what you intend to do next; get their agreement, if possible. Promise to (and do) keep in touch with them.

NB: It is always best if all parents/carers are made aware of the school's approach to bullying (both in writing and at meetings, formally and informally) and are encouraged to share the school's positive approach, i.e. aiming to stop the bullying behaviour.

At Liskeard School and Community College it is our policy to inform and involve parents.

## Appendix 4 Preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people from being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.<sup>1</sup> There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media, in particular, has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. As with any safeguarding concern, staff are directed to report this to the Designated Safeguarding Lead (DSL) or Assistant DSLs.

In line with *Keeping Children Safe in Education (Sept 2016)*, Liskeard School and Community College (LSCC) has a duty to have "due regard<sup>2</sup> to the need to prevent people from being drawn into terrorism."<sup>3</sup> This duty is known as the Prevent duty, which builds on existing local partnership arrangements (e.g. Local Safeguarding Children Board) and recognises the importance of effective partnership with parents/carers to spot any signs of potential radicalisation. At LSCC, staff are required to complete an [e-learning channel awareness programme](#)<sup>4</sup>, which focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Staff at LSCC are provided with a hard copy of Part 1 and Annex A of *Keeping Children Safe in Education (Sept 2016)* and asked to sign that they have read and understood this.

The Government has launched [educate against hate](#)<sup>5</sup>, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

<sup>1</sup> Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs, including calls for the death of members of our armed forces, whether in this country or overseas.

<sup>2</sup> "having due regard" means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>3</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

<sup>4</sup> [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

<sup>5</sup> <http://educateagainsthate.com>