



SUSI EARNSHAW

School of Academics & Performing Arts

ANTI-BULLYING POLICY AND PROCEDURE

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| Ratified by: Julia Hammond (headteacher) | Date: August 2021 |

Definition of Bullying:

'Bullying once considered to be an incident that is repeated over time and 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 adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email'

Most recently, acts of bullying can be stand-alone cases and do not need to be incidents repeated over time!

Bullying can take different forms, but the three main types are:

PHYSICAL

Hitting, kicking, taking or hiding belongings including money.

VERBAL

Name-calling, teasing, insulting, writing unkind notes.

Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.

All of the above methods of bullying have a **PSYCHOLOGICAL** effect on the victim, and on occasion causes severe harm.

Racist Bullying – this refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Bullying related to sexual orientation/gender – this refers to the hurtful behaviour both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their sexual orientation (especially those who are lesbian, gay or bisexual – homophobic bullying), or their gender.

Cyber bullying – this can be defined as the use of information and Communications Technology (ICT), particularly **mobile phones** and **the internet**, deliberately to upset someone else. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. More explicit advice can be found in our Acceptable Use of ICT Policy.

SEN or disability related bullying – when an individual or group uses someone’s individual characteristics such as their intelligence, their learning ability or their disability to cause harm and upset.

The Aims of the Policy

1. To enable pupils to understand clearly what constitutes bullying throughout the curriculum and day to day life at School by raising awareness.
2. To enable pupils to understand that bullying, whether it is physical, verbal or indirect will not be tolerated by the whole school community.
3. To enable parents to feel confident that bullying will be firmly dealt with by the School.
4. To promote a non-violent ethos in the School.
5. To raise staff awareness of the presence of bullying, as/and staff need to be alert to children who may be vulnerable and at risk from bullying.
6. To ensure that all pupils feel it is ‘safe to learn’ in our environment.
7. To ensure the school implements the requirements (Safeguarding children and young people) placed on it and make referral on all serious cases where bullying is identified. See below.

All pupils, parents and staff – academic and others – are asked to report any kinds of bullying to the head even if they are bystanders

Referrals to Children’s Social Care

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. For example ‘Child Sexual Exploitation’ which would fall under Peer on Peer abuse. For more information, please see our Safeguarding and Child Protection Policy.

We practice a ‘Treat others as you would like to be treated’ approach and the importance of our key values, we expect pupils and staff to have a clear understanding of the effects of bullying on the individual.

PROCEDURES

Staff are asked to intervene in incidents of bullying in a responsible manner, to defuse tensions, and then to inform the Headmaster as soon as possible, either verbally or in writing. We have annual inset training for the teachers on anti bullying which raises awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, we will invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Raising Awareness of Bullying

- Application of School Values throughout the divisions of the School.
- Through the curriculum, PSHE lessons, Assemblies, work with Form Tutors, Pupils Voice, Circle time and our School Rules documents, together with explicit engagement with Anti- Bullying Alliance initiatives such as the Autumn Anti-Bullying week.
- Peer training and mentoring.

Engaging bullying issues/pro-social behaviour into the curriculum/pastoral work

Every subject in the curriculum has a responsibility to promote pro-social behaviour in lesson, and themes such as teamwork (in Vocational Studies) , parables and moral tales (Assemblies and R.E), and actual concepts of community citizenship (PSHE and Geography) are just few examples of how this can be achieved.

The focus of all such work must direct all to be open in dealing with bullying, so that if a pupil is being bullied they must tell someone. We advise the pupils to tell their Form Tutor or the headteacher. However, we also urge pupils to tell a friend or any subject teacher if they feel more comfortable doing so. We work vigorously to ensure that friends help the victim and act as a support when it comes to informing details of the bullying.

Through CPD and lessons respectively, teachers and pupils are made aware that the rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. The school makes use of the wider search powers included in the Education Act 2011 to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. We make use of specific tracking software ‘Go Guardian’ to identify cases of digital traffic initiated by pupils or staff to monitor matters relating to safeguarding, harassment, bullying, pornography and radicalisation.

Our use of these educational elements such as PSHE and curriculum areas are to build resilience within each pupil to protect themselves and others, promote and understand the differences that exist between people, races and cultures and ensure the pupils avoid prejudice-based language.

Staff are made aware that bullying can happen outside of school and over the Internet. Children are made aware how they should report bullying, and for the majority of those in years 5 and above, their access to their teacher by gmail provides the easiest /private mechanism to alert the school to such problems, including providing snapshots or text messages that show cyber bullying.

Following a report of Bullying

- If a member of staff believes that bullying is taking place, they should allow the victim to talk whilst reassuring the pupil that the School will deal with it sensitively but firmly.
- The member of staff must refer any incidents of bullying in writing to the headteacher, and if substantiated as a case of bullying, a record of it will be kept for 3 years.
- The Form Tutor liaises with Headteacher and decides on action to be taken.
 - Talks with victim.

- Asks victim to write down their version of events.
- Calms feeling.
- Talks with alleged bully.
- Informs the parents of both parties.
- Tries to resolve the problem through counselling.
- If allegation is proven and serious, Headteacher may take disciplinary action.
- Can provide support for the victim via their form tutor, peer mentoring or external agencies.
- The Headteacher liaises with form tutor to monitor the situation, checking that further bullying is not occurring.
- The Headteacher records incident and authorises the appropriate actions to be taken.

When Bullying is confirmed

- An incident form is completed and kept in the Incident file
- The Headteacher confirms next steps and actions agreed;
- If there is reasonable cause to suspect that a child is suffering or likely to suffer, significant concern, Children's Social Care are notified, and following their immediate advice, further consolidation of notification to the Police, where bullying is particularly serious or persistent and where a criminal offence may have been committed
- At least annually, senior management team, should review matters of bullying to ensure that policies and procedures are in place and working, to evaluate the effectiveness of the approaches adopted, to enable patterns to be identified and to ensure that suitable actions taken to reduce the incidence of bullying.

Guidance on advice to victim and protagonist

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| To the victim | <ul style="list-style-type: none"> - revenge is not appropriate. - involving other pupils, friends may not help. - report future fears, incidents to an appropriate adult. - reconciliation or avoidance should be considered. |
| To the protagonist | <ul style="list-style-type: none"> - behaviour is unacceptable. - is recognised as designed to cause distress. - serious sanctions may follow. - reconciliation or avoidance should be considered. |
| To the parents | <ul style="list-style-type: none"> - do keep the School and staff informed by asking their child to tell the teacher or inform the School as soon as possible. - reassure that the School does its best to resolve all cases. - parents who are made aware that their child is bullying other children are asked to explain that what he/she is doing is wrong and makes other children unhappy. |

Sanctions

- Parents informed.
- Pupil withdrawn from social contact at lunch/break times.
- Detention.
- Report
- Exclusion from lessons.
- Temporary exclusion.
- Permanent exclusion.

The School will endeavour to maintain counselling even when sanctions have been applied. If the School feels that a pattern has emerged with an individual who is being bullied, or someone is bullying, the School will act quickly and sensitively to ensure that this is dealt with. Exclusion is to be used for severe or persistent bullying.

Bystanders

Bullying situations usually involve more than the bully and the victim. They also involve bystanders—those who watch bullying happen or hear about it.

An important new strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do.

Tackling cyberbullying

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It's crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and young people have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

What is cyber bullying?

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies seven categories of cyber bullying:

Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is

responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them. Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.

Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

Who is most vulnerable?

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a target for cyber bullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Most cyber bullying is done by students in the same class or year group. Although it leaves no visible scars, cyber bullying of all types can be extremely destructive.

What can you do about it?

While other forms of bullying remain prevalent, cyber bullying is already a significant issue for many young people. School staff, parents and young people need to work together to prevent this and to tackle it whenever it occurs.

Additional Measures Include:

- Opened Door policy where anyone is able to email a concern or report a case of bullying. A
- Annual Questionnaires are sent out to Pupils, Parents and Staff.
- Several suggestion boxes are placed in various locations in the school where anyone can place a written concern anonymously.

SETS will ensure that:

Bullying via mobile phone or the Internet is included in their mandatory anti-bullying policies, that these policies are regularly updated, and that teachers have sufficient knowledge to deal with cyber bullying in school the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely.

All e-communications used on the school site or as part of school activities off-site are monitored clear policies are set about the use of mobile phones at school and at other times when young people are under the school's authority
Internet blocking technologies are continually updated and harmful sites blocked they work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school they work with police and other partners on managing cyber bullying.

Make sure parents are kept informed of the school standards and policies so that they can be applied at home as well as at school. Ensure that parents know about schools' rights to monitor their child's e-communications.

Research recommends that young people themselves should be involved in developing new anti-bullying strategies.

Becta (www.becta.org.uk) has invaluable information on devising and communicating school Internet safety policies.

The DfES's bullying site www.dfes.gov.uk/bullying has useful information and resources for parents and families, young people and teachers, including ideas for schools to consider to combat bullying.

Parents and carers experiencing any internet safety issues with their children, The Parent Zone provides a national helpline service at - help@theparentzone.co.uk and [The Parent Zone - help](#)

www.antibullying.net/cyberbullying1.htm has suggestions for a code of conduct for schools to introduce to pupils.

Cyber bullying

Cyber bullying in all its forms should be stopped. No one should be subjected to it, least of all, your child.

Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them. Make sure they know what to do if they or someone they know are being cyber bullied. Encourage your child to talk to you if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.

Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.

Moderated chat rooms are supervised by trained adults. Your Internet service provider will tell you whether they provide moderated chat services.