



10a ANTI-BULLYING AND ANTI-HARRASSMENT POLICY

This policy applies to all School departments, including EYFS

Aims and Objectives

In line with the School's Mission Statement we are committed to providing a caring, friendly and safe environment in order that the whole person can be developed; intellectually, morally and emotionally.

All members of our community should be free from fear of bullying. Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated.

We aim to educate pupils about bullying, harassment and peer-on-peer abuse through a variety of means including our tutor time and PSHCCE programme, assemblies and in conversations with pupils about relationships.

Definition of Bullying

Bullying is aggressive or insulting behaviour, that can be shown to be repeated and deliberate, that can hurt, harm, humiliate or cause distress.

Bullying can take many forms, but the main categories are:

- **Physical** - hitting, kicking, taking or damaging belongings or school work, demanding money and/or favours through force.
- **Verbal** - name calling, insulting, making offensive remarks.
- **Indirect** - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious text messages or images on mobile phones or via social media.

Alternatively, bullying can be categorised according to the nature of the hurtfulness or the medium being used:

- **Racial/religious/cultural** - behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.
- **Sexual/sexist** – behaviour or language that is derogatory towards a person's gender or sexual orientation.

- **Disability** – behaviour or language that is disrespectful towards a person's physical, mental or learning disability.
- **Cyber** – language or images that are sent or delivered using social media websites or mobile phones (see Appendix 1)
- **Appearance/health**
- **Home circumstances**

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent but it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist or racist bullying and when pupils with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

Differences between Bullying and Friend Fallout

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It causes feelings of distress, fear, loneliness or lack of confidence
- It is usually persistent.

Friends may fall out, say something that hurt's another's feelings and may even be physically aggressive. However, bullying occurs when someone deliberately targets someone weaker or different from them and repeatedly picks on them.

Possible Signs of Bullying

- suffer damage or loss to possessions
- struggling with school work
- unwilling to attend school
- reluctant to travel to and from school on the bus
- appear generally unhappy, moody and/or irritable
- visiting reception to report feeling ill, with symptoms such as stomach pains, headaches more frequently than normal
- become withdrawn, anxious or lacking in confidence
- become excessively disruptive, aggressive or unreasonable

- shows a change in eating pattern
- difficulty in sleeping

The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

Steps to Take

Pupil/friend of pupil speaks to a member of staff they feel comfortable with.
Member of staff makes dated notes.

With pupil's consent and if appropriate, the tutor is informed:

Tutor meets privately with pupil to give support and assess the seriousness of the situation. Pupil is asked to put in writing everything that has occurred with dates and preferably with names.

If appropriate:

Heads of Year will become involved. Interviewing victims and perpetrators, deciding on action to be taken dependant on the severity of the case, involving parents where appropriate. Recording the incident in the school bullying log.

If appropriate;

Refer up to Senior Deputy Headteacher and parental involvement, if not already done so previously.

Disciplinary Steps Sanctions

As we take bullying so seriously, even if it is a pupil's first offence perpetrators will attend a one-hour detention after school and parents will receive an email from the Head teacher. Sanctions escalate rapidly with repeat offences and a pupil will be at risk of exclusion after the second offence.

The disciplinary sanctions have four main purposes, namely to:

- nurture an environment for all which is free of fear;
- impress on the perpetrator that what they have done is unacceptable;
- deter them from repeating that behaviour;
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Actions for Preventing and Tackling Bullying

As members of staff we aim to behave sympathetically by:

- never ignoring suspected bullying but knowing the difference between bullying and friend “fallout”.
- not making premature assumptions.
- listening carefully to all accounts – several pupils with the same story does not necessarily mean they are telling the truth.
- adopting a problem-solving approach which, by liaising with line managers, parents and pupils’ peer groups, resolves issues.
- following up by checking bullying has not resumed.
- reinforcing the anti-bullying message wherever possible.

As a school we seek to:

- provide positive role models in terms of mutual respect.
- organise the school in a way which minimises opportunities for bullying within the school curriculum, e.g. ensuring that all accessible areas of the school are patrolled/supervised effectively, separating known protagonists where possible.
- inform relevant members of staff when incidents have arisen so that situations before, during and after classes can be monitored.
- use any opportunity to discuss aspects of friendship, accommodation, tolerance etc. especially within the PSHCCE programme, or during tutor time and assemblies.
- encourage pupils to treat others with respect, to develop positive views of other people, and to appreciate and embrace differences as well as similarities.
- to build resilience in pupils to protect themselves and their peers.
- deal with any concerns regarding bullying quickly, firmly and fairly, communicating with parents/guardians/carers, if appropriate.
- continue to have a firm but fair discipline structure, where the rules are clearly stated, easy to understand, and have the support of the community.

- avoid using teaching materials and methods which give a negative view of any particular group.
- discuss topics such as racism, sexism, disability, etc. openly and sensitively as they appear across the whole of the school curriculum.
- make all staff, including new staff and support staff, aware of the School's anti-bullying policy through appropriate continuing professional development training and induction.
- treat bullying as a serious matter, and explore every possible action in order to eradicate it from our school community.

We seek to discipline, but also support bullies, by helping them to understand the effects of their actions and in doing so subsequently change their behaviour.

Guidelines for Pupils

If you are being bullied:

- Do not suffer in silence! It is not okay that you are being bullied and the school will not tolerate it - report it to someone you know and trust.
- If you have been bullied, keep any evidence if relevant (texts, screen grabs, etc). If there are witnesses, pass on their names to the member of staff to whom you report the bullying.
- Do not worry – once you have reported the incident the school will take appropriate action.
- If bullying continues after the school has acted tell staff straight away.
- Visit the school counsellor if you think that would help.

If you know of someone who is being bullied:

- Take action! Watching and doing nothing looks as if you are on the side of the bully, and makes the victim feel more isolated and alone.
- If you feel that you cannot get involved at that time, tell an adult or older pupil immediately. Teachers will know how to deal with it without getting you into trouble.
- Do not be, or pretend to be, friends with a bully. Encourage them to change their anti-social behaviour by making them aware of the impact their actions are having on others.

Advice for Parents/Carers

- Watch for signs of distress in your child, eg they suddenly may not wish to attend school, feel ill regularly or not complete work to a normal standard.
- Discourage your child from retaliating as this will only exacerbate the issue.

- Encourage your child to talk to their tutor about any worries.
- Be clear of the difference between a friend fallout and bullying.

If your daughter/son discloses to you that they have been a victim of bullying, please inform the school immediately. Your first point of contact will be the form tutor. Be patient while investigations take place. Successful outcomes occur more quickly when we are in full possession of the facts. The school will keep you regularly updated and let you know the sanctions applied.

Preparatory School

It is recognised that younger children may require a different response as their understanding of personal relationships develops.

If there is evidence of a child bullying another child or children, then staff action is as follows;

- Intervene to stop the child harming the other child or children
- Explain to the child doing the bullying why his/her behaviour is inappropriate
- Give reassurance to the child or children who have been bullied
- Help the child who has been bullying to say sorry for his/her actions
- Ensure that the child who has been bullying receives praise when he/she displays acceptable behaviour
- Do not label children who bully
- When a child has been bullying, this is discussed with his/her parents and a plan is worked out for handling the child's behaviour
- When a child has been bullied, this is shared with his/her parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving and that his/her parents have been informed.

Prevention

- Having discussions about bullying
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Make up role plays

Disciplinary Steps Sanctions

- A discussion with the child who has been bullying about why their behaviour is inappropriate. A written record will be recorded in the Bulling Log.

- They may be separated from their peers before school, during break and /or at lunchtimes.
- They will be required to produce an apology or a written explanation of their behaviour.
- Pupils' parents will be contacted by phone or called in to discuss the issue.
- The situation should be reviewed after an appropriate period of time. If there is no modification of behaviour, or incidents still persist, sterner measures will be taken in line with the code of conduct, which could ultimately include temporary or permanent exclusion.

Appendix 1 Cyberbullying

Cyberbullying involves harassing, embarrassing or threatening a young person via cyberspace. It encompasses several different mediums, including the Web, email and mobile phone communication. Cyberbullying can take place in many ways. Some examples include posting unflattering comments or pictures of another person online, sending lewd text messages, or spamming a person with unsolicited emails. It may also involve teaming up on a specific person and posting defamatory comments on social networking sites like Facebook and MySpace.

Research from the University of London identifies 7 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.
- 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 (i.e. Bebo, Instagram, Snap Chat, etc.).
- 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 cyberbullying.

What parents can do to prevent cyberbullying:

- 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 cyberbullied.
- Encourage your child to talk to you if they have any problems with cyberbullying. If they do have a problem, contact school via their tutor.
- 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.
- Make it your business to know what your child is doing online and who their online friends are.
- Keep the computer in a public place in the house. Periodically check on what your child is doing. Discuss the kinds of Internet activities your child enjoys.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
- Watch out for secretive behaviour as you approach the computer, such as rapidly switching screens, and for attempts to hide online behaviour, such as an empty history file.

Pupil advice

Text/Video Messaging

- You can turn off incoming messages for a couple of days.

- If bullying persists you can change your phone number (ask your Mobile service provider).
- Do not reply to abusive or worrying text or video messages - your Mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Email

- Never reply to unpleasant or unwanted emails.
- Don't accept emails or open files from people you do not know.

Web

- If the bullying is done via school email or websites, tell a teacher or parent, just as you would if the bullying was face-to-face.

Chat Room & Instant Messaging

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. Do not give out photos of yourself either.
- Do not accept emails or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write - don't leave yourself open to bullying.

Appendix 2

School counsellor – Hilary Foster

ChildLine www.childline.org.uk 0800 1111

NSPCC <https://www.nspcc.org.uk/helpline> 0808 800 5000

Kidscape www.kidscape.org.uk 020 7730 3300

Eating Disorders Association www.beateatingdisorders.org.uk youthline 0808 8010711

Bereavement care www.hopeagain.org.uk 0808 8081677

Samaritans 116123

Young Minds www.youngminds.org.uk

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Point of contact (Reviewer): Miss G Davies
