



Anti-bullying and Cyberbullying Policy

Document Control
Policy Review Date
January 2018
Date Policy Finalised
January 2018
Version No
1
Review period
2 years
People involved in writing/reviewing this policy
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22/02/2018



Anti-bullying and Cyberbullying Policy

Introduction

What is bullying?

Bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' (DfE 'Preventing and tackling bullying', March 2014). Bullying can take many forms (for instance, cyberbullying via text messages or social media), and is often motivated by prejudice against particular groups or an individual, 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.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying Statement

Essentially, bullying is repeatedly making another person's life unpleasant or unhappy over time. The perpetrator may see it as 'just a game' and may not be aware that what they are doing constitutes bullying.

Bullying is the wilful, conscious desire to hurt, threaten, frighten or upset someone else.

All members of The Woodlands Academy have the right to enjoy their lives free of bullying and harassment and are expected to treat others as they hope to be treated themselves in an atmosphere of mutual respect. They are expected to do all they can to show disapproval of bullying.

An individual who feels bullied or intimidated has the right to expect any senior member of the school – pupil or member of staff – to listen and to act promptly and sensitively to deal with the problem.

Bullying will always be treated seriously and the school believes that to do nothing is to condone the bullying.

Regulatory Framework

The school shall ensure that it has a written policy to promote good behaviour amongst pupils. The school will ensure that bullying is prevented, in so far as reasonably practicable, by the implementation of an effective anti-bullying strategy. This policy also sets out the sanctions to be adopted in the event of pupils' misbehaviour, is drawn up and implemented effectively.

The school recognises its statutory and legal responsibilities in relation to bullying, particularly those within:

Schools Standard and Framework Act 1988

All schools have a legal duty to take bullying seriously.

Section 89 of the Education and Inspections Act 2006

Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents; Head teachers have the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

This policy also relates to the **Positive Behaviour Policy** and **Code of Conduct the Child Protection Policy and the ICT / Social Media Policy**.

Aims and Objectives

This policy applies to pupils in The Woodlands Academy including EYFS. The aims and objectives of this policy are to provide guidance to staff on how to prevent bullying, how to recognise it and what to do in the event that it occurs, so that it is easy to report bullying, including cyberbullying and bullying outside school. It is unusual to find a group of people where there is not the potential for bullying to occur, but the likelihood of it occurring can be significantly reduced by encouraging the right sort of culture in the school.

Specifically this policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying
- Create an ethos which encourages pupils to disclose any incidences of bullying.
- Develop and maintain procedures for reporting incidents
- Inform pupils and parents of the schools expectations fostering a positive partnership to maintain a bully free school
- Maintain procedures for supporting those affected by bullying behaviour and those involved in the behaviour

Records of bullying

All incidents of bullying or perceived bullying are recorded by all staff using the **Individual Reflective Chronologies**. Key adults will monitor pupil events each week, and pass concerns on to the relevant member of SMT. Key adults monitor the IRC recording system to gain an overview of events logged as 'Bullying' on the system which allows the school to monitor and have a clear picture of bullying incidents throughout the school, and to look for any patterns or systems of bullying. Concerns must be passed onto a member of the Senior Management Team.

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 in these cases concerns must be passed onto a Designated Senior Officer.

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), 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.

Cyberbullying and the Law

Bullying is never acceptable and the school fully recognises its duty to protect all of its members and to provide a safe, healthy environment for everyone.

Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy:

Roles and Responsibilities

The Designated Senior Leads will take overall responsibility for the co-ordination and implementation of bullying prevention and response strategies.

In relation to cyberbullying the Designated Senior Leads 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, Positive Behaviour Policy and Child Protection Policy.
- ensure that all policies relating to safeguarding, including cyberbullying, are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the PREVENT Duties.
- provide training so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk.
- ensure that parents/carers are informed and attention is drawn annually to the anti-bullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Anti-Bullying Policy is available at all times on the school website.
- ensure that all parents/carers and pupils receive regular information and updates on cyberbullying from the school.
- ensure that cyberbullying is regularly revisited as part of the PSHE programme and that pupils know how to report a concern. (Including Childline 0800 11 11 or the thinkuknow website: 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 ICT Subject Leader will:

- ensure that Long Term Plans and Medium Term Plans include E Safety which pupils clear guidance on the use of technology safely and positively.
- ensure the school's ICT Acceptable Use Policy is reviewed annually.
- provide training for staff on the above policies and procedures.
- provide training for staff on online safety.
- plan and deliver a curriculum on online safety in ICT lessons which builds resilience in pupils to protect themselves and others online.
- support teachers in delivering elements of the PSHE curriculum on online safety which builds resilience in pupils to protect themselves and others online.

The IT Technician and ICT Subject Leader 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 Smoothwall to filter all internet access. Smoothwall records access to prohibited sites which enables the IT Technician to report issues immediately to the Designated Safeguarding Lead

The Business Manager will:

- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

The School Governors will:

- appoint a governor in charge of Safeguarding who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively.

Guidance for Staff

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Staff Code of Conduct. The school will deal with inappropriate use of technology in line with this Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyberbullying incident, follow the protocol outlined below:

Mobile Phones (pupils are not permitted to use mobile phones during school hours)

- ask the pupil to show you the mobile phone
- note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- make a transcript of a spoken message, again record date, times and names
- tell the pupil to save the message/image – perhaps as a screenshot
- consider carefully whether the phone should stay in your possession during the investigation – it may be necessary to give this to the police should the matter be a criminal offence
- inform the Designated Safeguarding Lead immediately and pass them the information that you have – this may include handing over the mobile phone itself
- normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented

Computers (pupils at the Woodlands Academy should not have un-supervised access to the internet during school hours)

- ask the pupil to get up on-screen the material in question
- ask the pupil to save the material and/or take a screenshot and save this
- print off the offending material straight away
- make sure you have got all pages in the right order and that there are no omissions
- inform a member of the Senior Management team and pass them the information that you have
- normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented

Use of Technology in School

All members of the school community are expected to take responsibility for using technology positively.

Guidance for Pupils

If you believe you or someone else is the victim of cyberbullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff you feel safe talking to.

- do not answer abusive messages but save them and report them
- do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- do not give out personal details or contact information without the permission of a parent/guardian (personal data)
- be careful who you allow to become a friend online and think about what information you want them to see
- protect your password, do not share it with anyone else and change it regularly
- always log off from the computer when you have finished or if you leave the computer for any reason
- always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents
- never reply to abusive emails
- never reply to someone you do not know
- always stay in public areas in chat rooms
- the school will deal with cyberbullying in the same way as other bullying, do not think that because it is online it is different to other forms of bullying the school will deal with inappropriate use of technology in the same way as other types of poor behaviour and sanctions will be given in line with the school's Behaviour Policy.

- **Guidance for Parents/Carers**

It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyberbullying.

Parents/carers must play their role and take responsibility for monitoring their child's online life.

- parents/carers can help by making sure their child understands the school's ICT agreement and, above all, how seriously the school takes incidents of cyberbullying
- parents/carers should also explain to their children legal issues relating to cyberbullying
- if parents/carers believe their child is the victim of cyberbullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything
- parents/carers should contact the school as soon as possible. Please contact the Safeguarding Lead in the first instance

The school will ensure parents/carers are informed of the anti-bullying policy and the procedures in place in this policy to deal with all forms of bullying including cyberbullying.

E-Safety at Home

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home. Here are some parents/carers might like to try:

- www.thinkyou.know.co.uk/parents
- www.saferinternet.org.uk
- www.childnet.com
- www.anti-bullyingalliance.org.uk
- www.nspcc.org.uk
- www.chberangels.org
- www.digizen.org

Staff Responsibilities

All staff at Woodlands Academy have a responsibility to be familiar with the reporting and recording procedures within school. Our staff will:

- Promote the use of a range of strategies, which challenge bullying behaviour as part of the schools ethos and through the curriculum, including PSHCE, E Safety.
- All incidents of bullying or perceived bullying are recorded by all staff using the **Individual Reflective Chronologies**. Key adults will monitor pupil events each week, and pass concerns on to the relevant member of SMT. Key adults monitor the IRC recording system to gain an overview of events logged as 'Bullying' on the system which allows the school to monitor and have a clear picture of bullying incidents throughout the school, and to look for any patterns or systems of bullying.
- 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.
- Follow up any complaint by a parent / carer about bullying and report back promptly on the action which has been taken.

Strategies for dealing with Bullying

We understand that a whole school approach towards dealing with any incidents is vital. Steps taken to support and respond to the needs of both the bullied and bullying pupils will be:

- Records kept and monitored effectively by all staff
- Contact parents/ carers of all pupils concerned in the incident
- Investigation – facts established, pupils spoken to separately, involvement of pastoral team, head teacher, designated senior officer, governors if racial or homophobic bullying
- Feedback to those concerned
- Sanctions (if appropriate) these will vary depending on the types of bullying
- Support to victims and bullies
- Contact relevant outside agencies e.g. Social Care

Support for Targets of Bullying

Those who are bullied will have a range of agencies that can support them within and outside of school:

Intervention from Pastoral Team, Headteacher, or a member of staff that they can relate to.
Speech and language therapists input for pupils with significant communication needs.
Peer mentors/buddy systems – informal relationships fostered through school
Resilience and coping skills through PSHCE lessons
Discussion at Student Council Meetings

Support for Perpetrators of Bullying (on the principle that bullies are often being bullied themselves)

The Woodlands Academy recognises that young people who bully may often have been targets of bullying themselves and/or may also have their own issues which they need support to address.

Appropriate school staff and close contact with parents and carers enable the perpetrator and those who live and work with them to resolve issues. In extreme cases outside agencies may need to be contacted such as counsellors, or specific anger management courses can be investigated.

Whilst sanctions for those who bully are an option, the school is committed to working with any pupils who bully to resolve issues in a positive manner. This may be through behaviour management programmes or other targeted support

Information to be discussed with all pupils on an annual basis during ‘Anti-bullying week’ – and at other times as appropriate:

You are bullying if you are making another person’s life unpleasant or unhappy. The person doing it may see it as ‘just a game’ and may not be aware that what they are doing is bullying. It can take many forms:

- a) Through what is said
- b) Through what is done

Stopping bullying is very important in making this school a happy place for everyone.

If You Come Across Bullying What Can You Do?

1. Remain calm; Reacting emotionally may add to the bully's fun. Take action as quickly as possible by talking to an adult or prefect.
2. Reassure the victim(s), do not make them feel inadequate or foolish. Encourage them to talk to an adult.
3. Bullies will make you believe that telling someone will make things worse. THIS IS NOT TRUE.
4. If you feel unable to talk to someone in school, the Child Line Number is 0800 11 11.

Monitoring and Review

The Anti Bullying and Anti Cyber Bullying policy is subject to regular review in line with the Academy's monitoring. Changes and adaptations will be carried out as required.

Appendix 1: Key Documentation

This policy should be read in conjunction with the following school policies / guidelines:

Positive Behaviour Policy
ICT Policy
Social Media Policy
Code of Conduct
PSHCE Policy
Child Protection and Safeguarding Policy
ICT Agreement

The following documents have informed this guidance:

DfE 'Preventing and Tackling Bullying, Advice for Headteachers, staff and governing bodies'
July 2017

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

Cyberbullying: Advice for head teachers and school staff

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyber_bullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>