

10 A



EDGEBOROUGH SCHOOL

Anti-Bullying and Cyberbullying Policy

(including EYFS and Boarding)

UPDATE LOG

DATE	CHANGE	By Whom
27.01.18	ELT policy day review + approval	RS
16.03.18	Minor changes following governors meeting review on 15.03.18	DJWT
02.10.18	Updated reference to KCSIE 18	DJWT

Contents

Introduction	4
Responsibilities of the School	4
What is bullying?	5
Accountability.....	6
Signs of Bullying.....	6
Procedures and record keeping	7
School responsibilities.....	7
Staff Responsibilities.....	8
Preventing bullying	8
CYBER-BULLYING	9
What is cyber-bullying and how is it different to other types of bullying?	9
CYBERBULLYING – PREVENTATIVE MEASURES.....	11
Responding to cyber-bullying	12

The policy takes account of

- KCSIE, Keeping Children Safe in Education, Sept 2018
- DfE Guidance Preventing and Tackling Bullying, 2014
- DfE advice for Parents and Carers on Cyberbullying Nov 2014
- DfE Advice for Headteachers and School Staff on Cyberbullying 2014
- Edgeborough School Safeguarding Policy 2018
- Edgeborough School Behaviour Policy 2018
- Equality Act 2010

Introduction

Edgeborough School is justifiably proud of the very good relations that the great majority of the pupils enjoy between each other and with the staff for the great majority of the time.

Like any good school however we are not prepared to become complacent about this and acknowledge that from time to time certain unwelcome behaviour between pupils can occur.

This is not something that any member of the school community, pupils, staff or parents, should have to accept. It is a common concern to us all and can only be effectively dealt with if it is brought into the open and discussed.

It is not the aim to cast blame in the initial stages of difficulties but it should be stressed that repetition of bullying behaviour cannot be accepted and will be regarded as a very serious offence.

At Edgeborough we believe that every pupil has the right to receive their education in a safe and secure school which is free from bullying. Edgeborough does not tolerate any form of bullying behaviour.

Responsibilities of the School

The School:

- Regularly monitors and reviews the anti-bullying policy.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents or carers regarding our concerns of bullying and deals promptly with complaints. Parents usually work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from relevant organisations when appropriate

The term “staff” includes temporary, peripatetic, supply teaching staff and all support staff from all areas of the school including administration and medical, catering, grounds and gardens, etc. Sports coaches, gap year students, drama teachers and volunteers also form part of this group.

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. 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. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; Edgeborough wants to eliminate unlawful discrimination, harassment, victimisation and any other conduct outlined by the Equality Act - 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 is neither an inevitable part of school life nor a necessary part of growing up, and it rarely sorts itself out. Some aspects of bullying such as harassment, threatening behaviour and causing physical harm may be dealt with by the law enforcement authorities as well as by the school

Bullying can occur through several types of anti-social behaviour. It can be;

- A child can be physically punched, kicked, hit, spat at, etc...
- Verbal abuse can take the form of name calling
- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions or disability
- Bullying related to sexual orientation, gender or homophobia
- Bullying related to home circumstances or because a child is adopted or a carer
- Sexist or sexual bullying
- Cyber bullying (social websites, mobile devices, text messaging, photographs and email).
- A child can be bullied by being excluded from the discussions/activities, with those they believe to be their friends.
- Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

Accountability

It should be noted that the school may be prepared to act on, by supporting and sanctioning as relevant, actions of bullying which took place outside the school environment and outside school hours. Should persistent bullying or a single incident of a serious nature occur the school would inform outside agencies including the police.

Staff are made constantly aware of this threat and through observation of patterns of behaviour can identify bullying in any form. Pupils may communicate incidents of bullying to staff, as well as parents and the wider school community. In normal circumstances the first port of call for a child or a parent who had a concern would be the form teacher. Regardless of the perceived level of threat any of the incidents listed in the bullet points above (p5) would be communicated by the form teacher to the Designated Safeguarding Lead (DSL) who is the Deputy Head (Clive Holder). If he is unavailable staff can speak to Charlotte Jones who acts as the Deputy DSL (DDSL). Jane Potten (DDSL) can also be contacted if the case concerns a member of EYFS. Mrs Charlotte Jones also runs an internal Listening Service and Rhonda Nicklin is the External Listener. The Headmaster (Dan Thornburn) will be kept informed by staff, the DSL or DDSL of the progress of any cases of bullying. Records are kept by the DSL and any patterns are monitored by staff members at Staff Meetings (using the pastoral tracking system) and may also be recorded on the MIS database.

Why is an anti – bullying policy necessary?

- The School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.
- All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying.
- It is important therefore that the School has a clear and written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.
- To encourage pupils to speak out if they think they are being bullied.
- To make it clear to parents and pupils that bullying is taken seriously and that the sanctions for severe or persistent bullying will be significant and can include exclusion on either a temporary or permanent basis.

Signs of Bullying

Changes in behaviour that may indicate a child is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety - becoming withdrawn or quiet.
- Failure to produce work / produce late work / produce poor quality work /produce work ruined by others
- Damage to or loss of personal property

- Reduced level of self-esteem / confidence
- Physical marks on body that she/he may be unwilling to explain
- Poor eye contact
- Dark conversation - suicide / running away from home or school

Procedures and record keeping

Day to day issues can be supervised by the class teacher. Any issues which involve children across classes or across year groups should also be related to Charlotte Jones in her role as School Listener. There is no requirement to inform the External Listener - communications to her should be initiated by pupils. In addition Deputy Head (Clive Holder) and the Head (Dan Thornburn) can be informed and can be used to contact parents when the need arises.

1. Recording and review of incidents must occur to detect patterns where they exist.
2. Pupils are assured that someone will listen to their version of events.
3. Systems are in place to allow all staff to report concerns about pupils to the senior staff or pupil's form teacher.
4. Victims of bullying will be kept informed of action being taken.
5. The Deputy Head maintains a list of cases of severe bullying.

School responsibilities

- Organise the community in order to minimise opportunities for bullying e.g. provide effective supervision at problem times.
- Use any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other e.g. Assemblies, the PHSE programme, form periods.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the School Policy and its degree of success.
- The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand. (See Rewards and Sanctions)
- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to inform staff when they are or feel threatened and attacked.
- Promotion of the 'Edgeborough School's Values'.
- Raise awareness of staff through training e.g. Child Protection and Safeguarding training which takes place for all staff as they begin work at Edgeborough and every three years, maximum, thereafter and taking action to reduce the risk of bullying at times and in places where it is most likely. This will include discussion in staff meetings, staff duty provision in the playground and changing rooms, ongoing supervision of multi-media devices (use not permitted in school hours) and internet access.
- Staff, parents and pupils are involved in the processes of prevention and intervention.
- Support is provided for the victim (often dependent on the type of bullying) by a) the form teacher, b) the PSHE Co-ordinator or Listening Service, c) Deputy Head, d) Headmaster.
- Support and guidance for the bully is dealt with by the Headmaster and Deputy Head in conjunction with the parents and the procedures outlined in the sanctions and rewards system

in the Behaviour Policy of the school. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

- Mr Tim Barette, Head of ICT, who enjoys a background in leading adult and children's internet safety courses, will lead a programme of staff awareness and information on internet safety.

We will treat bullying as a serious offence and take every possible action to minimise it at Edgeborough School.

Staff Responsibilities

It is unrealistic to expect that action to manage incidents will not be necessary. Strategies need to be in place and known in order that a common policy is operating. Staff should follow the following guidelines.

- All incidents of a bullying nature should be recorded by staff and raised with appropriate members of staff (form teacher or senior staff) and subsequently at the weekly staff meeting.
- Incidents need to be resolved, not just smoothed over.
- Blame may not all be one sided and there may not be a need to establish a blame.
- It may be difficult to prove what really happened. Talk to many people.
- Levels of tolerance vary enormously from child to child.
- Removal of a child from the school (bully or bullied) may not always solve the problem.
- Adults are crucial to helping with these problems but the emphasis should also be to help pupils deal with bullying issues themselves.
- Both victim and alleged bully must be spoken to. Do not jump to conclusions.
- Counsel both sides. It may be necessary to point out that a child's behaviour can open them to bullying and they may be able to reduce the risk of becoming a target.
- Seek advice and inform senior staff of your investigation and action. Ensure that recording is meticulous.
- A meeting between the two sides may be appropriate.
- Peers may be useful in helping in the follow up but ensure the victim is happy with this approach.
- Ask yourself the question; is this a safeguarding or child protection issue that needs referring to the school's DSL?

Preventing bullying

The School will try to do as much as it can to prevent bullying from occurring in the first place this can be achieved by:

- Raising awareness of staff through training
- Taking action to reduce the risk of bullying at times and in places where it is most likely.
- Use of an Internal Listening Service, run by Charlotte Jones
- Use of an External Independent School Listener, Rhonda Nicklin.
- Using educational elements such as PSE and Circle time, assemblies, projects, drama, stories, literature, historical events, current affairs to ensure that pupils remain aware of the causes and consequences of bullying.
- All form rooms and teaching areas should have an anti-bullying notice.

It will be made clear through the school's anti-bullying and behaviour policies that sanctions for bullying may be severe up to and including temporary and permanent exclusion in cases of severe and persistent bullying.

CYBER-BULLYING

What is cyber-bullying and how is it different to other types of bullying?

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. 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.

The wider search powers included in the Education Act 2011 give teachers stronger powers 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.

Edgeborough recognises that sexting (the sending of messages with a sexual theme) can occur through cyber-bullying. Sexting is unacceptable and the consequences for the sender of such messages can be severe and include temporary and permanent exclusion.

Cyber bullying can take many different forms and it is important to understand the benefits of using technology in schools while also highlighting the potential for misuse. These are illustrated in the table below:

	Great for	Examples of mis-use
Mobile Phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. (Sexting.) Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messaging	Text or voice chatting with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contact list - Sexting.
Chat rooms	Groups of people around the world can text or voice chat live about common interests. For young people, this can be as easy	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to

	way to meet new people and explore issues which they are too shy to talk about in person.	be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
eMail	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's accounting, e.g. to forward personal emails or delete emails. Sexting.
Web Cams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
Social Networking Sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images/video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video Hosting Sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
Virtual Learning Environments	School sites, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
Gaming sites, Consoles and	Live text or voice chat during online gaming between players	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less

Virtual Worlds	across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represents them in the virtual world.	experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.
-----------------------	--	---

- Cyber-bullying can take place 24/7. Incidents can take place in the victim's own home, intruding into spaces that have previously been regarded as safe and private.
- The audience can be very large and reached rapidly. The difficulty in controlling electronically circulated messages means the scale and scope of cyber-bullying can be greater than for other forms of bullying. Electronically-forwarded content is hard to control, and the worry of content resurfacing can make it difficult for the person being bullied to move on.
- The profile of the person being bullied and bully may not rely on traditional power imbalances — a cyber-bully may not be older, or physically stronger, or hold a position of greater authority than their victim.
- Unlike other forms of bullying, the target of the bullying will have evidence of its occurrence. The bully will leave a 'digital footprint' that can potentially be used as evidence against them.
- In some cases, incidents of cyber-bullying may be unintentional. The person responsible may not realise that remarks are publicly accessible and persistent, or understand the amplified effect that technologies produce. They may not be fully aware of the potential seriousness or impact of their actions. Therefore prevention activities are key to ensuring the whole-school community clearly understands the serious consequences of cyber-bullying, including sanctions.

CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures described above:

- Pupils are not permitted to retain Mobile phones or other devices at school. They must be handed to a teacher / the school office for safe keeping during the day. Pupils are reminded of this frequently and the message is clear in the Notes for Parents. Any mobile device given for the benefit of their learning by LEAP or other teachers must have the camera disabled.
- Edgeborough expects all pupils to adhere to its charter for the safe use of the internet. The acceptable use policy is signed by all members of the Edgeborough Community including Staff.
- Certain sites are blocked by our filtering system and our IT Department monitors Pupils' and Teachers' use.
- The School may impose sanctions for the misuse, or attempted misuse of the internet. These sanctions may include exclusion on a temporary or permanent basis.

- The Prep school issues pupils in Years 3-8 with their own personal school email address. [Access to other personal email sites' is not allowed inside school].
- Offers guidance on the safe use of social networking sites and cyber-bullying in PSHE lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.

Responding to cyber-bullying

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time.

- Give reassurance that the person has done the right thing by telling someone.
- Advise on next steps:
- Make sure the person knows not to retaliate or to return the message.
- Refer to relevant policies and appropriate sanctions
- Secure and preserve any evidence, such as a screen shot
- Check the person knows simple ways to prevent it from happening again. e.g. by changing contact details, blocking contacts or leaving a chatroom.
- Inform the sender's e-mail service provider
- Notify parents of the children involved
- Consider informing the police depending on the severity or repetitious nature of the offence

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff or associates of the school

- Inform and request the comments be removed if the site is administered externally
 - Secure and preserve any evidence
 - Endeavour to trace the origin and inform police as appropriate
 - Any attempt to use ICT on which to put messages or images which are damaging the individual pupils, teachers, members of staff and associates of the school or which damage the reputation of the school in any way will be treated very seriously and exclusion, whether temporary or permanent is the likely consequence.
- *Under the terms of the Education Act (Nov 2011) the school has the right to search all electronic data of a pupil suspected of cyber-bullying. This includes a pupil's personal property such as mobile phone and any other devices which hold electronic data.*

Legal Implications:

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites

- Section 127 of the Communications Act 2003 makes it an offence to send, by public means on public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If you are being bullied on line:

- You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.
- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
- Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature (what is known as 'sexting') or constitute a hate crime, you or a representative from the school may consider contacting the local authority.

Help Organisations:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents' Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk