



EDGEBOROUGH SCHOOL

Anti-Bullying and Cyberbullying Policy

(including EYFS and Boarding)

Contents

Introduction.....	Error! Bookmark not defined.
For the pupils, by the pupils:.....	4
What is bullying?	5
Accountability.....	6
Signs of Bullying.....	6
Procedures and record keeping.....	7
Responsibilities of the School	7
Staff Responsibilities	8
CYBER-BULLYING	9
What is cyber-bullying and how is it different to other types of bullying?	9
CYBERBULLYING – PREVENTATIVE MEASURES	12
Responding to cyber-bullying.....	12
Legal Implications:	13
If someone is being bullied on line:.....	13

Context

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 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 ever 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.

The policy takes account of

- KCSIE, Keeping Children Safe in Education, Sept 2023
- DfE Guidance Preventing and Tackling Bullying, 2017
- DfE advice for Parents and Carers on Cyberbullying Nov 2014
- DfE Advice for Headteachers and School Staff on Cyberbullying 2014
- Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Equality Act 2010

For the pupils, by the pupils:

This section has been written by our newly-trained team of Anti-Bullying Ambassadors. These ten pupils attended a training day with the Diana Award and are now set up to support the pupils. They wrote these hints and tips to help the pupils of the school access and understand the key messages within this policy.

- What is bullying?
Bullying is when someone says or does something that could purposely hurt you or someone else, even when you show them that you are upset and/or tell them to stop. The actions are often repeated, intentional and negative.
- What should you do if you are bullied?
You should find a way to tell someone and don't keep it to yourself.
- Why might someone bully you?
There are many reasons. They might be feeling sad or distressed and want to take it out on someone, they might not understand that people differ, they might be jealous if you have a talent they do not have or they might be trying to show that they are in charge.
- Who are the anti-bullying ambassadors and how do I find one?
The anti-bullying ambassadors are children who have had some training about bullying and are people you can trust if you need to talk to them about bullying. They have badges on their blazers so it is easy to find them, especially at play time.
- What might bullying look like?
It could be calling someone names, physically hurting people or making someone feel left out. Bullying can happen with hands, feet or words.
- How does it help to use the words 'stop' and 'no'?
They are really powerful, clear words that people should always listen to. It helps to tell someone that you are uncomfortable with the situation and you want it to stop.
- What should you do if you see bullying or unkind behaviour?
Two words: speak up. Two more words: seek help. If people do not seek help and tell someone, we cannot help or make it better.
- Other top tips:
Don't keep problems a secret.
It is not snitching to keep people safe and happy.
It is not always easy to deal with bullying behaviour.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically and/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. Staff are requested to involve the Safeguarding Team for any incident of suspected bullying.

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 (although this list is not exhaustive):

- 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 could inform outside agencies including the police.

Staff are made constantly aware of this responsibility and observe of patterns of behaviour that could 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 would be communicated by the form teacher to the Designated Safeguarding Lead (DSL). If they are unavailable, staff can speak to one of the Deputy DSLs (DDSL). Jane Davies is the School External Listener and her phone number is made available to the pupils should they wish to contact her. The Head and the Senior Deputy Head 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).

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 or form teacher. Any issues which involve children across classes or across year groups should also be relayed to the Deputy Heads. There is no requirement to inform the External Listener - communications to them should be initiated by pupils. In addition, the Head must be informed and can be used to contact parents when the need arises.

Key points:

1. Recording and reviewing 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 Head maintains a list of cases of severe bullying.
6. Proven bullying will be recorded as a safeguarding concern.

Responsibilities of the School

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

In order to do this, 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.
- Ensures that pupils participate in this anti-bullying ethos by signing the pupil code of conduct.
- Identifies bullying as a safeguarding concern and records issues in an appropriate manner.
- 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.
- Organises the community in order to minimise opportunities for bullying e.g. provide effective supervision at problem times.
- Uses any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other e.g. Assemblies, the ARK programme, form periods.
- Deals quickly, firmly and fairly with any complaints, involving parents where necessary.
- Has a firm but fair discipline structure. The rules should be few, simple and easy to understand. (See Behaviour Policy)
- Will not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- Encourages 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.

- Encourages pupils to inform staff when they are, or feel, threatened and attacked.
- Promotes the School's values: Adventure, Responsibility and Kindness.
- Raises awareness of staff through training e.g. Child Protection and Safeguarding training which takes place for all staff as they begin work at Edgeborough, with reviews at least annually thereafter and takes 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.
- Provides support for the victim (often dependent on the type of bullying) by the form teacher, one of the Deputy Heads, the school counsellor or an outside service provider if necessary.
- Provides support and guidance for the bully, who is dealt with by the Head and Senior 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.
- Regularly updates staff about online safety.
- Reviewing and monitoring the online filtering logs, to check for any inappropriate language used against other people and for an searches of concerning material.

Staff Responsibilities

The term "staff" includes temporary, visiting, 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, music teachers, drama teachers and volunteers also form part of this group.

Staff will use the following guidelines when dealing with an incident of this nature:

- All incidents of a bullying nature will be recorded by staff and raised with appropriate members of staff (form teacher or senior staff and DSL) 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. It may be necessary to gather information from a variety of 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.
- 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.
- Keep senior staff informed of all 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.

Special Anti-Bullying Provision for SEND Pupils

Staff members are made aware that pupils with SEND may be more vulnerable when it comes to bullying. These pupils may be identified through the SEND Register. Pupils with SEND are discussed regularly at Weekly Staff meetings and all Anti-Bullying provisions within this policy apply.

Help Organisations

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

DfE: SEND code of practice

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.

The School recognises that sexting or the sending of consensual or non-consensual nudes/semi-nudes (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; it is likely that the Police would be involved as well.

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 nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. (Sharing consensual

	<p>sending emails. Useful in emergency situations and for allowing children a greater sense of independence.</p>	<p>or non-consensual nudes/semi-nudes.) Videoining other people being harassed and sending these to other phones or internet sites.</p>
<p>Instant Messaging</p>	<p>Text or voice chatting with friends online. A quick and effective way of keeping in touch even while working on other things.</p>	<p>Sending nasty messages or content. Using someone else’s account to forward rude or mean messages via their contact list. Sharing consensual or non-consensual nudes/semi-nudes.</p>
<p>Chat rooms</p>	<p>Groups of people around the world can text or voice chat live about common interests. For young people, this can be as easy way to meet new people and explore issues which they are too shy to talk about in person.</p>	<p>Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to 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.</p>
<p>eMail</p>	<p>Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.</p>	<p>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/ Sharing consensual or non-consensual nudes/semi-nudes.</p>
<p>Web Cams</p>	<p>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.</p>	<p>Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people. A young person accidentally revealing personal information whilst on camera.</p>
<p>Social Networking Sites</p>	<p>Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages</p>	<p>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</p>

	and profiles, creating and uploading content.	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 Virtual Worlds	Live text or voice chat during online gaming between players 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.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less 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, 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

- Pupils are not permitted to retain mobile phones or other personal technology devices at school. They must be handed to a teacher / the school office for safe keeping during the day.
- Edgeborough expects all pupils to adhere to its acceptable use of IT policy; pupils read and sign this during their computing lessons at the start of each school year. The staff acceptable use of IT 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 ARK 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, the following actions will be taken:

- reassurance that the person has done the right thing by telling someone will be given
- advice on next steps will be given to the pupil
- it will be ensured that the pupil knows not to retaliate or to return the message
- relevant policies will be referred to
- any evidence, such as a screen shot will be secured and preserved
- it will be checked that the pupil knows simple ways to prevent it from happening again. e.g. by changing contact details, blocking contacts or leaving a chatroom
- if necessary, the sender's e-mail service provider will be informed
- parents of the children involved will be notified
- staff will 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, the school will:

- 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.

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 someone is being bullied on line:

- Never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from 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)** 0300 0115 142
- **KIDSCAPE Parents' Helpline**

Call: 020 7823 5430

WhatsApp: 07496 682785

Email: parentsupport@kidscape.org.uk

- **Family Lives:** 0808 800 2222
- **Youth Access** 020 8772 9900
- **Bullying Online** www.bullying.co.uk