ANTI-BULLYING POLICY

DEFINITION

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another student or group either physically or emotionally. It is a deliberate act done to cause distress, often in order to give a feeling of power, status or other gratification to the bully, and can have serious physical and emotional consequences which may cause psychological damage. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a student is suffering or is likely to suffer significant harm.

The School recognizes that bullying can happen to all children and young people and it can affect their social, mental and emotional health. We support all students who are bullied by being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. We are aware that students who are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves, including prejudice-based bullying because of a protected characteristic, and we take any such bullying particularly seriously. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis, or who have special educational needs. There will also be a range of other factors that result in some students being more vulnerable to bullying and its impact than others.

The School promotes the view that bullying is totally unacceptable in school, on school buses, during off site expeditions and visits and indeed anywhere, albeit it beyond the jurisdiction of the school. Bullying should never be dismissed as 'banter' or accepted as a normal part of growing up. Low-level disruption and the use of offensive language can have a significant impact on its target, and if left unchallenged or dismissed as banter it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Bullying includes:

- Hurtful behaviour such as swearing, unpleasant nicknames, personal insults often motivated by prejudice against particular groups for example on the grounds of religion, race, culture, sex, gender, homophobia, special educational needs and disability or because a student is adopted or a carer. It may occur directly as malicious gossip, persistent teasing or 'banter', aggressive and insulting gestures, spiteful practical jokes or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

- Deliberately leaving a student out of a friendship group or activity, or online by deliberate replication of this behaviour.

- Making a student do something against her will.

- Physical assaults.

- Vandalism or removal of personal belongings including work.

Cyberbullying

Cyberbullying is any bullying that takes place using technology, for example on social media sites, through a mobile phone or on a gaming site, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Examples of cyberbullying:

- Abusive comments, rumours, gossip and threats made using digital communications and/or technologies; this includes internet trolling.

- Sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation.

- Hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person.

- Creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours.

- Pressurising someone to do something they do not want to such as sending a sexually explicit image.

PREVENTING AND ADDRESSING BULLYING

We follow the guidance given by the Department for Education in *Preventing and Tackling Bullying – Advice for School Leaders staff and Governing Bodies* (July 2017) *Cyberbullying: advice for headteachers and school staff* (November 2014), and *Advice for parents and carers on cyberbullying* (November 2014).

In order to promote a culture which rejects bullying, we take the following steps:

- We focus on creating an environment of good behaviour and mutual respect with helpful examples set by staff and students, and celebration of success.

- We foster emotional and social skills and empathy, mainly through form time, the PD programme and assemblies.

- We challenge discriminatory language and make it clear that it is not acceptable.

- We ensure all students, staff and parents are aware of the school's Anti-bullying policy by putting a copy on the School website. Students have a condensed form in their planners and on form noticeboards. (Appendix 1)

- We make it easy for students to report bullying to any member of staff in the confidence that they will be listened to and that procedures are in place for the resolution of the problem. Personal guidance is always available from pastoral staff including, in particular, Form Tutors, Heads of Section, Deputy Heads of Section, the School Chaplain and the School Counsellors.

- We ensure that all students have access to information about whom to talk to in school and which outside agencies are available outside school. Phone numbers of help lines are available in student planners and on the School extranet in this policy where they can be accessed in private. (See Appendix 2)

- We provide ongoing support for both the young person doing the bullying and the young person being bullied to address the problem and evaluate procedures, taking a restorative approach whenever possible.

- We support teaching staff to identify bullying and understand the actions to take, for example through discussions of scenarios in department meetings which are then recorded in minutes, This policy provides teachers with updated knowledge of what their legal responsibilities are and how to

address different forms of bullying e.g. by mobile phone text messaging, email and chat rooms (See Appendix 3). Staff will:

- o Never ignore suspected bullying
- o Never make premature assumptions about the situation
- o Listen carefully to all accounts and deal with them sensitively and effectively
- o Adopt a problem solving/no blame approach so students are not required to justify themselves
- o Follow up repeatedly to check bullying has not returned
- o Record with Section Heads all incidents of bullying

- We discuss bullying, its definition and possible consequences as well as how to prevent it using form time, assemblies, PD lessons, School Council forum and lessons such as drama and history. Students are educated through anti-bullying activities run in form time, PD or lesson time e.g. poster campaigns, poetry competitions, drama, literature, historical events and current affairs. This includes openly discussing differences between people that could motivate bullying such as religion, ethnicity, disability, gender, sexuality or appearance related difference, and also children with different family situations, such as looked after children or those with caring responsibilities. We make it clear that that using prejudice-based language is unacceptable. We want students to understand the part they can play to prevent bullying, including when they find themselves as bystanders to the action, with older students setting a good example for the rest of the school community helping to reinforce this. Appropriate use of social media is also reinforced though assemblies, PD, General Studies and form time, and we help build resilience in our students to protect themselves and their peers through education and information.

- We monitor bullying by

  - o regularly canvassing students' views on the extent and nature of bullying through form time and School Council

  - o recording by Heads of Section all incidents of bullying so that any patterns of behaviour can be identified and tackled by the Senior Management Team; file to be kept of such incidents and record to be passed to next Head of Section when students change section.

- We ensure that parents are clear that the school does not tolerate bullying and they are aware of the procedures to follow if they believe that their daughter or another student is being bullied. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issues in a way that protects the student. We work with parents in supporting all students involved. We also seek to support parents by providing information and awareness on online safety to parents and carers through the pastoral page on the parents' portal and other information sent home, as appropriate; we also organise talks for parents by external experts eg digitalawareness.co.uk. Online safety is also a key element of advice given at Welcome evenings.

- We will remove from the school system access to any website or chat room if it is used to send bullying or threatening messages.

- We require all students to understand and abide by the School's Behaviour Policy and ICT Acceptable Use Policy – Students. See also Safeguarding - Online Safety Policy

- In addition, the Safeguarding - Online Safety Policy includes the following information:

  - o clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with other safeguarding policy

  - o clear guidance on the use of technology in the classroom and beyond for all users, including staff, pupils and visitors, that references permissions/restrictions and agreed sanctions

  - o information on the school's technical provision/infrastructure and safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues

  - o staff safeguarding professional development that includes online safety

o   the management of personal data in line with statutory requirements.

DEALING WITH ALLEGATIONS OF BULLYING

1.   In the first instance a student who feels that she or another student is being bullied should talk to her Form Tutor or to ANY member of staff with whom she feels comfortable. Factual notes will be made of this conversation afterwards and passed to the Head of Section. This includes bullying outside school, as teachers have the power to discipline students for misbehaving outside the school premises "to such an extent as is reasonable".

2.   Although confidentiality cannot be promised, the student will be reassured that no action will take place without her prior knowledge and, where possible, her consent.

3.   A student's parents may also wish to contact the Form Tutor, Deputy Head of Section or Head of Section should there be cause for concern.

4.   The student or students being bullied and those who have been accused of bullying will then be seen individually by the Form Tutor, Deputy Head of Section or Head of Section.

5.   A written record, including timeline where appropriate, will be made of all reported incidents that require further action and of the action that is proposed. This will be stored by the Head of Section and passed on the next Head of Section when students move up the school and change sections; this handover takes place at the weekly Pastoral Care Committee meeting at the start of the academic year when the past year is reviewed by the Director of Students and Heads of Section. This record will distinguish any incidents of bullying that are based on protected characteristics. This will help enable us to monitor how effectively we are instilling values of tolerance and respect and actively promoting the well-being of pupils.

6.   The nature and level of support will depend on the individual circumstances and the level of need, and any SEN will be factored into decisions made on how to proceed. This can include a quiet word from a teacher that knows the student well, asking the pastoral team to provide support, providing formal counselling, engaging with parents or referring to external services.

7.   Parents will be contacted if it is felt appropriate to do so.

8.   The action that is proposed will be regularly monitored and reviewed by the member of staff dealing with it to ensure that the bullying has ceased. They will liaise with the pastoral staff responsible for the student and with parents and records of this will also be kept.

9.   Records will be kept in Section offices where, in addition to the Head of Section, they may be accessed by the relevant Form Tutor and Deputy Head of Section.

10.   Guidance will be given to all students involved in the bullying incident to help them to understand and remedy the situation. The School will apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong: these disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable pupils. The School will consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the student engaging in bullying may need support themselves.

11.   We will do all we can to ensure bullied students continue to attend school in order to prevent disruption to education. We will respond sensitively where an absence arises as a result of bullying and encourage the student to return, providing support.

12.   Serious and/or repeated bullying will be referred to the Headmistress and the parents of the students concerned will be informed. Persistent bullying may be dealt with by the Headmistress through a contract of behaviour between the student and the School which the student and her

parents are asked to sign. Failure to comply with this contract may result in exclusion from the school.

13. If the consequences of bullying lead to a student experiencing pronounced social, emotional or mental health difficulties, we will make appropriate provision for a student's short term needs, including setting out what actions we are taking when bullying has had a serious impact on her ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the student to have significantly greater difficulty in learning than the majority of those of the same age, then we will consider whether she will benefit from being assessed for SEN. We will follow the guidance given in *Preventing and Tackling Bullying – Advice for School Leaders staff and Governing Bodies* (July 2017) where students are vulnerable and/or seriously affected.

14. A bullying incident will be treated as a Safeguarding concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the bullying issue will be reported to the School's Designated Safeguarding Lead (DSL) who may report the concerns to the local authority social care department. See Safeguarding Policy (Child Protection).

15. Under the Education Act 2011, teachers are given the power to search for and, if necessary, delete inappropriate images or files on electronic devices, including mobile phones. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

16. School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 state that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate their behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport or in the local community. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headmistress will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

17. If staff feel that an offence has been committed, they should report this to the Headmistress who may then seek assistance from the police.

DISSEMINATION

Copies of this document will be available for inspection by parents, students and staff on the school website. A copy will also be displayed on form room notice boards for students' reference.

GOVERNOR SCRUTINY OF IMPLEMENTATION
This takes place through Governor visits to school, including lesson visits and events, and the annual review of this policy. The Safeguarding Governor regularly checks the serious sanctions file.

Policy last reviewed: .... ……………………….Trinity 2021

Next review due: .... Trinity 2022

Person responsible for review: .... Head of Middle School

Audience: ....Students/Staff/Parents

APPENDIX 1

SUMMARY OF POLICY FOR STUDENT PLANNERS

What is bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another student or group either physically or emotionally. It is a deliberate act done to cause distress, often in order to give a feeling of power, status or other gratification to the person who is doing the bullying, and can have serious physical and emotional consequences which may cause psychological damage. Bullying should never be dismissed as 'banter' or accepted as a normal part of growing up. Bullying is totally unacceptable in school, on school buses, during off site expeditions and visits and indeed anywhere. We take bullying very seriously and will investigate allegations carefully, considerately and as confidentially as possible.

Bullying includes:
- Hurtful behaviour such as swearing, unpleasant nicknames, personal insults often motivated by prejudice against particular groups for example on the grounds of religion, race, culture, sex, gender, homophobia, special educational needs and disability or because a student is adopted or a carer. It may occur directly as malicious gossip, persistent teasing or 'banter', aggressive and insulting gestures, spiteful practical jokes or through cyber-technology (social websites, mobile phones, text messages, photographs and email).
- Deliberately leaving a student out of a friendship group or activity, or online by purposefully not liking a status or photo or excluding from group chats.
- Making a student do something against her will.
- Physical assaults.
- Vandalism or removal of personal belongings including work.

Cyberbullying

What is cyber bullying?

Cyberbullying is any bullying that takes place using technology, for example on social media sites, through a mobile phone or on a gaming site. It is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Examples of cyber bullying:
- Abusive comments, rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling.
- Sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation.
- Hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person.
- Creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours.
- Pressurising someone to do something they do not want to such as sending a sexually explicit image.

When you are using digital technology, remember:
1. Always respect others – be careful what you say online. Remember that comments intended to be funny can be misinterpreted online.
2. Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back. DO not post photos or videos of anyone without their consent.

3. Block people who send unpleasant messages. If you receive an unpleasant message, stay calm: do not retaliate or reply to offending e-mails, text messages or online conversations, but save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
4. Immediately report any messages or internet content that is inappropriate or upsetting. Tell an adult: a teacher or parent, or call an advice line like Childline on 0800 1111 in confidence.
5. Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account

What should you do if you or someone else is being bullied?

If you feel you are being bullied or are worried another student is being bullied, please talk to a member of staff you trust: this can anyone you choose to speak to, like your Form Tutor, Head of Section, a subject teacher, the Chaplain or one of the School Counsellors; we are all here to help and support you. The most important thing is that you tell someone. Telling an adult is not 'telling tales' and it will not make things worse. Please do not suffer in silence – and don't be a bystander. Remember: if you see something that worries you in the way another student is being treated, tell an adult!

When you speak to us, although we can't promise confidentiality where your or another student's safety is at stake, we will not do anything without your prior knowledge and, where possible, your consent. Please remember that being bullied is not your fault and it is not something to be ashamed of – it can happen to anyone.

What we do when someone tells us they, or someone else, is being bullied is explained in the Anti-Bullying Policy which you can find in the parent and pupil area of the School Extranet.

As well as Childline, Kidscape offers advice if you are being bullied: www.kidscape.co.uk / 020 7730 3300.

APPENDIX 2

USEFUL WEBSITES FOR PARENTS, STUDENTS AND TEACHERS

Anti-Bullying Alliance | United against bullying: Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Childline | Childline

https://www.kidscape.org.uk/: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

EACH Educational Action Challenging Homophobia | EACH: provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

The Diana Award (diana-award.org.uk): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Education Network (restorativejustice.org.uk): Includes best practice guidance for practitioners 2011.

StopBullying.gov: The official US Government resource.

Cyber-bullying
Information about cyber-bullying (antibullying.net)

Childnet - Childnet: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Thinkuknow - home: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen - Home provides online safety information for educators, parents, carers and young people.

Information, Advice and Support to Keep Children Safe Online (internetmatters.org) provides help to keep children safe in the digital world.

UK Council for Internet Safety - GOV.UK (www.gov.uk) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

Digital Awareness UK - Home seeks to empower young people to survive and thrive online, and provides useful resources and training for teachers and parents in supporting this.

Advice for parents and carers on cyberbullying (November 2014). Advice for parents and carers on cyberbullying (publishing.service.gov.uk)

LGBT
LGBTQ young people | Barnardo's (barnardos.org.uk): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

Embrace difference | METRO Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

https://www.theproudtrust.org/ :helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out | Working towards equality in education for lesbian, gay, bisexual and trans people since 1974 (schools-out.org.uk): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall | Acceptance without exception: LGBTQ+ equality organisation with resources for schools.

SEND
Learning Disability - Autism - Down's Syndrome | Mencap:Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces | Visible Difference & Disfigurement Charity: Provide online resources and training to schools on bullying because of physical difference.

SEN & Disability | Anti-Bullying Alliance: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: What do IAS services do? | Council For Disabled Children: every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health
MindEd Hub: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues: Guidance on teaching about mental health and emotional wellbeing (pshe-association.org.uk)

Race, religion and nationality
Home - The Anne Frank Trust UK: using Anne Frank's life and diary as a starting point, we empower young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination

Educate Against Hate - Prevent Radicalisation & Extremism: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Report in Anti-Muslim Hate or Islamophobia (tellmamauk.org): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group - GOV.UK (www.gov.uk)Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

[End violence against women](#)

[Disrespect NoBody: campaign material - GOV.UK (www.gov.uk)](#) a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Sexual and sexist bullying | Anti-Bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

[Welcome - Everyone's Invited (everyonesinvited.uk)](#): committed to eradicating rape culture.

APPENDIX 3

USEFUL INFORMATION FOR TEACHERS: RESPONSIBILITIES AND RIGHTS

Preventing and Tackling Bullying – Advice for School Leaders staff and Governing Bodies (July 2017): Preventing and tackling bullying (publishing.service.gov.uk) - guidance for schools on tackling bullying and links to legislation

Cyberbullying: advice for headteachers and school staff (November 2014), Department for Education - (publishing.service.gov.uk)