

Anti-bullying + Cyber bullying

Esland Isaac Newton School
Policy & Procedure



Policy	Anti-bullying + Cyber bullying Policy & Procedure
Date prepared	October 2020
Review date	September 2021
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Signed	

Purpose

It is a basic right of all children and young people that they receive their Education free from humiliation, harassment, oppression and abuse. Bullying may not only be face to face, but behind the scenes and using mobile and computer devices.

Esland School has a responsibility to create and maintain a secure and safe environment at school for pupils who are in our care, so that parents may send their children to school in the confident knowledge that they will be protected from being bullied and that action is taken to reduce the potential for bullying.

In the same way all adults in Esland School have the right to work free from harassment, intimidation or abuse.

Scope

All staff should be aware that:

- All bullying allegations are important and must not be ignored.
- Cyberbullying may occur both at school and off the school premises (Please see policies on e-safety, safeguarding and behaviour).
- All bullying incidents must be recorded and the Headteacher informed immediately the incident has been recorded, as well as any action taken.
- Pupils will be encouraged and supported to inform staff of bullying incidents involving others as well as themselves
- All staff and students have a responsibility to prevent, and act on, any incidents of bullying
- Staff action is, firstly, to stop the bullying, rather than to punish
- The “no blame approach” is the correct perspective. Both the alleged perpetrator of bullying, and the alleged victim, must be treated as being in need of help and support.

Principles

All discovered bullying will be acted upon. Therefore, every person who is part of Esland School has a responsibility to take action in accordance with this policy and the school’s safeguarding policy.

The school will aim to prevent bullying by delivering an anti-bullying programme, through the curriculum.

Anti-bullying + Cyber bullying

Esland Isaac Newton School
Policy & Procedure



The organisation, administration and practices within the school will reflect the commitment to the prevention of bullying.

When dealing with students involved in bullying incidents the school's aims are to:

- a) Support and counsel the victim
- b) Correct the behaviour of those responsible and provide the necessary help and support. This includes in school help, in addition to help from external agencies such as Children's Services.

The school acknowledges the importance of clear, constructive communication between the various parties concerned.

Implications for Pupils

Pupils need to understand what bullying is; its causes, effects, and methods of prevention.

Pupils must accept that they have a duty to themselves and others in preventing bullying, and taking action should it occur.

The action may be direct, that is intervening in a bullying situation (the difficulties in this are acknowledged).

Or indirect, reporting bullying or potential bullying to another adult, at home or in school.

Bullying is never right. If a pupil is being bullied they should feel able to tell someone and get help.

Pupils also have a vital role in the prevention of bullying by drawing the attention of the adults in the school to anything, which, from their point of view, may give the opportunity for bullying to occur.

Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.

Implications for Teachers and all other Adults employed at School

- (1) All discovered bullying including through the internet or other mobile communication must be acted upon as soon as possible and seen to be acted on. NOT TO ACT IS TO CONDONE.
- (2) A system of Sanctions and Rewards and the use of the points system are the best vehicles for dealing with bullying. Staff must ensure that they are familiar with and use these systems effectively.

Anti-bullying + Cyber bullying

Esland Isaac Newton School
Policy & Procedure



- (3) Incidents must always be carefully recorded using Engage.
 - (a) The bully and victim must be seen by the DSL/Deputy DSL; and their comments recorded
 - (b) All staff working with the young people involved in the incident(s) should be informed, including social workers where there is current local authority involvement.
- (4) Danger periods are breaks, lunchtimes and the start and finish of lessons. Knowing that, a conscientious exercise of professional duties should minimise the opportunities available to bullies.
- (5) There are implications for pupil management by staff, who must be aware that their own conduct is often reflected in the way children behave. For example, if bullying strategies are used by Staff this reinforces the idea that bullying is a legitimate way of exercising power and control.
- (6) Teaching about bullying through the curriculum is an essential strategy in prevention. Staff should consider issues relating to bullying where appropriate, maintaining a consistent anti-bullying stance.

Implications for Care workers

Care workers have a key role to play in the prevention and identification of bullying.

- (1) Care workers can help identify early signs of possible bullying manifesting itself in abnormal behaviour patterns such as:
 - An unwillingness to attend school
 - Pattern of vague headaches or stomach aches/feigned illness
 - Moodiness
 - Requests for extra money

 - Equipment going missing
 - Self-harm
- (2) If a care worker thinks a child is being bullied, or is bullying, then they should contact a member of the senior leadership team immediately.
- (3) If the problem occurs only outside School, the school will, of course, offer

Anti-bullying + Cyber bullying

Esland Isaac Newton School
Policy & Procedure



help and support but it may be necessary to contact children's services and/or local Police. Where concerns are raised about bullying and radicalisation, the DSL/Deputy DSL must be informed, who will then report to the police.

- (4) A child should not be encouraged to hit back although he/she may need to defend themselves if physically attacked.

Implications for School Leaders

In many ways, all staff are “leaders” and have a role to play in creating a climate and attitude within the school which does not sustain bullying.

This is mainly concerned with valuing others and treating everyone, their property and the school, with respect. The school actively promotes the values of tolerance, understanding and support to children of different cultures, faiths and backgrounds.

Modelling good practice is essential for pupils and may include, for example:

- Ensuring that notices around the school are polite and positive
- That staff treat colleagues and pupils with respect and consideration

Particular responsibilities for senior leaders include:

- (1) Ensuring coherent curriculum content on anti- bullying.
- (2) Ensuring policies, practices and consequences are clear to staff through the school prospectus.
- (3) Monitoring and evaluating policies, structures and practices via data analysis.
- (4) Supporting all staff in dealing with bullying, should it occur.
- (5) Facilitating staff training and development.

Procedure

Prevention

- Raise awareness amongst pupils of the school's position against bullying behaviour.
- Foster an atmosphere in which students feel comfortable about seeking help and in which they know how to seek help.
- Make students aware of strategies for coping with bullying.
- Minimise the occurrence of situations in the day which make bullying likely to occur
- Provide positive reinforcement of good behaviour, both formally and informally.

Anti-bullying + Cyber bullying

Esland Isaac Newton School
Policy & Procedure



Dealing with bullying

Aims: a) to support and counsel the victim and alleged perpetrator
b) to correct the behaviour of those responsible

Via a) collation of relevant information prompt but
b) Prompt but considered response to incidents

Rewards and Sanctions (Please see Behaviour Policy)

Praise and Encouragement

At Esland school we will:

- Set achievable goals
- Highlight positive behaviour
- Acknowledge and praise pupil's positive actions

Sanctions (these will be applied only with a view to improving the behaviour of those responsible and to showing the school's commitment to its policy against bullying.)

These may include:

- Meeting with a senior leader to decide reparation
- Apology to victim/meeting
- Loss of privileges

If bullying re-occurs:

- Individual Behaviour Contract/ restorative work.
- Further loss of privileges

If no improvement:-

- Referral to other agencies/professionals
- Exclusion (Fixed Term)
- Finally Exclusion (Permanent)

Definitions

Anti-bullying + Cyber bullying

Esland Isaac Newton School
Policy & Procedure



There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- physical- hitting, kicking, taking belongings
- verbal-name calling, insulting, racist remarks, homophobic remarks, sexist remarks or any other comment which isolates a person in relation to their appearance, persona, beliefs or background.
- indirect - spreading nasty stories about someone, excluding someone from social groups

The School recognises that CyberBullying is an increasingly common and serious phenomenon. The purpose of this policy is to make clear the school's response to a report of cyberbullying.

Cyberbullying (Please see the school's e-safety policy)

Cyberbullying is different to other forms of bullying because it can happen at any time of day outside of the school grounds in places previously regarded as safe e.g. home. The audience for electronically circulated messages can be large and circulation is hard to control. The bully and the bullied may never be in the same physical space so Cyberbullying can appear anonymous.

Cyberbullying can take place between people of different ages, including adults, and being a bystander makes someone an accessory to bullying although it is recognised that in some instances this will be unintentional.

Cyberbullying includes the malicious use of:

- Mobile phones
- Instant messaging
- Chat rooms and message boards
- Video hosting sites such as YouTube
- Social networking sites such as Facebook
- Webcams
- Virtual Learning Environments (VLEs)
- Gaming sites, consoles and virtual worlds

Cyberbullying potentially falls foul of a number of laws, including those concerning harassment, threatening behaviour, and defamation. In addition, the Headteacher has powers under the 2006 Education and Inspections Act to reasonably regulate the conduct of pupils when they are off-site and to confiscate (for a limited period) items such as mobile phones.

Anti-bullying + Cyber bullying

Esland Isaac Newton School
Policy & Procedure



What the school will do

The school is proactive in preventing cyberbullying through the inclusion of the topic in PSHE lessons for each year group, its Pupil Acceptable Use Agreement (PAUA) for ICT, its monitoring of ICT use in school and its internet safety awareness programme. Pupils are encouraged to report anything which concerns them. The school is aware that the technologies available to pupils are constantly changing and, as a result, the school's provision to prevent Cyberbullying is reviewed annually.

All incidents of Cyberbullying will be evaluated by the school and the issues carefully recorded with evidence being retained. Advice will be sought from children's services where needed.

On receiving a report of Cyberbullying either in or outside of school, the school will:

- Reassure the person making the disclosure that the issue will be investigated with discretion.
- Advise the person making the complaint on how to prevent further instances and also how to keep the relevant evidence.
- Evaluate the allegation, collecting as much information as possible.
- Take action to prevent the further circulation of the material e.g. if the person responsible is a pupil in school then the school's DSL will supervise the removal of content, where possible.

When the person who is bullying has been identified, the school will (depending of the severity of the incident) follow a number of steps:

In the first incident:

The perpetrator will be seen by a senior leader to ensure that they understand the seriousness of their actions and the effect on the victim. Sanctions could include a verbal warning, limited internet access, prohibiting the use of mobile phones in school, loss of privileges or exclusion.

In more serious cases, the school may:

- Contact the parents of the bully and the victim.
- Contact the host site or phone company to make a report.
- Confiscate mobile phones or other devices used to Cyberbully and ask for information on who else may be in possession of the material.

In most cases, the school will deal with matters internally, but in serious cases where there are concerns about the welfare of pupils (either the victim or perpetrator), the school will refer the matter to children's services and/or the

Anti-bullying + Cyber bullying

Esland Isaac Newton School
Policy & Procedure



police where an offence is thought to have been committed. For example, this could include:

- Where there is evidence of a serious criminal offence being or about to be committed including radicalisation.
- Where the victim has suffered, or is at risk of suffering, serious harm, including self-harm.
- Where there is evidence, or suspicion, of adult involvement.
- Where there is evidence that a group of pupils, including pupils from another school, may be involved.
- Where any of the children involved are the subjects of a Child Protection Plan.