



**Policy 10A - Anti-Bullying and Cyber-Bullying  
Including EYFS**

**(Review annually from 2015)**

<b>Date</b>	<b>Reviewed by</b>	<b>Date approved SMT</b>	<b>Date approved by sub-committee</b>	<b>Date approved Governors</b>	<b>Next review date</b>
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This document is a statement of the aims, principles and strategies for the prevention of and response to bullying at Barrow Hills School.

Barrow Hills is committed to providing a caring, friendly and safe environment for all children. Bullying of any kind is unacceptable and will not be tolerated.

This policy has been drafted to incorporate recommendations contained in 'Preventing and Tackling Bullying' ref. DfE-00062-2017 and ISI regulations.

## **OBJECTIVES OF THIS POLICY**

- Governors and staff, children and parents should understand what constitutes bullying
- Governors and staff, children and parents should be familiar with this Policy and follow it if an incidence of bullying is identified
- To cover the key aspects of Preventing and Tackling Bullying (DfE, October 2013, updated July 2017)

## **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. We take the view that bullying is part of the continuum of behaviour rather than as a separate issue and must be taken seriously.

### **What are the different sorts of bullying?**

Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. For example:

Physical	any form of physical abuse
Racial	any form of abuse relating to a person's race
Sexual	any form of unwanted physical or verbal attention
Gender	any form of abuse relating to a person's gender
Homophobic	any form of abuse relating to a person's sexualaity
Religious	any form of abuse relating to a person's faith
Cultural	any form of abuse relating to a person's cultural behaviour
Special Educational and/or Disability	any form of abuse relating to a person's SEN and/or Needs disability or because a child is adopted or is a carer
Verbal	any form of spoken abuse e.g. name calling, misuse of banter
Emotional	any form of abuse that is non-physical e.g. spreading rumours
Cyber	any form of abuse using technology including mobile phones
Home life	any form of abuse relating from adoption, being in care or a carer

All of these examples of bullying will be taken extremely seriously by the School as it is clear that the victim may suffer psychological damage. In particular, every effort will be made to understand the needs of all children, including those with special educational needs and disabilities.

Stopping any form of violence and ensuring immediate physical safety is of paramount importance, but Barrow Hills recognises that emotional bullying can be more damaging and have longer-lasting effects than physical bullying.

Prejudice based language is never acceptable.

## **CYBER-BULLYING**

### **Introduction**

The School recognises that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the School community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

Cyber-bullying is the use of ICT, commonly a mobile phone or the internet, deliberately to upset someone else. It includes such things as threats and intimidation, harassment or 'cyber-stalking', defamation and exclusion or peer rejection, impersonation and the unauthorised publication of private information or images, but this is not an exhaustive list.

Sexting describes the sending of explicit images electronically. This can be via a tablet, mobile phone, e-mail or via social media or other instant messaging services. Under the Sexual Offences Act (2003) taking an indecent image of a child (someone under the age of 18) is illegal. It is also illegal to send or be in possession of such an image. There may also be further legal implications if an older child requests such pictures of a younger child. This could be viewed legally as 'grooming'.

The police may be contacted in cases of actual/suspected illegal content.

The ways in which the School manages personal data is outlined in the Data Protection Policy.

### **Preventing Cyber-bullying**

The ICT Dept and Deputy Head are responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness. The Deputy Head is the Designated Senior Lead for Child Protection and oversees all matters of a bullying nature in School.

Clear guidance on the use of technology can be found in the School's E-Safety Policy – A22 and ICT Acceptable Use Policy including Responsible Internet Usage Statement. Staff receive training in identifying cyber-bullying and understanding their responsibilities and are helped to keep up to date with the technologies that children are using.

Children are educated about cyber-bullying through assemblies, anti-bullying campaigns and PSHE lessons. Children and Parents are invited to E-safety talks.

An ICT Acceptable Use Policy including Responsible Internet Usage Statement is presented and explained to all children and staff when they join the School.

### **Responding to Cyber-Bullying**

Most cases of cyber-bullying are dealt with through the School's Behaviour Policy. Some features of cyber-bullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- the scale and scope of cyber-bullying can be greater than other forms of bullying
- the people involved may have a different profile to traditional bullies
- the persistent nature of cyber-bullying
- the person being bullied will not always know who is bullying them

- some children may be unaware that what they are doing is bullying and encourage others to join in when they might not normally do so
- the target of the bullying will have evidence of its occurrence

Support must be offered for the person being bullied:

#### Emotional Support

- reassurance that they have done the right thing in telling
- advise that the person is not to retaliate or reply, but to keep the evidence and take it to an appropriate adult
- advise that the person may wish to consider what information they have in the public domain
- unless the victim sees it as a punishment, they may be advised to change their mobile phone number or email address
- if hurtful or embarrassing content is being distributed, efforts are made to have it removed from the web. If the person who posted it is known, they will be spoken to and asked to remove it and other suitable sanctions imposed
- confiscation of any electronic device
- instruction to the child to delete the offending content and say who they have sent it on to

## **WHY IS IT IMPORTANT TO PREVENT AND TACKLE BULLYING?**

Nobody deserves to be bullied. Bullying hurts. Everybody has the fundamental right to be treated with respect. The seriousness of bullying can be physical and/or emotional and may lead to psychological damage.

## **RECOGNISING BULLYING**

Children may exhibit various signs of bullying; adults should recognise these and take them seriously. Behaviours symptomatic of bullying may include:

- Reluctance to attend school
- Has noticeably fewer friends
- Appears unhappy or lonely, anxious or nervous
- Unwilling to be in the playground or certain lessons
- Has unexplained cuts and/or bruises
- Is vacant or dreamy
- Quality of work deteriorates
- Is reluctant to talk
- Exhibits physical symptoms e.g. bed-wetting, loss of appetite etc

## **DEALING WITH BULLYING**

There is no single solution to bullying and a situation-appropriate response should apply.

## **PREVENTION**

Barrow Hills believes that it is better to prevent bullying rather than take a palliative approach. This is done through positive reinforcement of values and respect, not only in a formal setting through lessons like PSHE, school assemblies and awareness campaigns like National Anti-Bullying Week, but it also permeates the entire fabric of the school **and our School Pupil Profile**; adults model positive interaction and children are encouraged to understand that there is a right way to behave.

Staff are also proactive and gather information about issues between children which might provoke conflict and implement strategies to prevent bullying occurring in the first place.

Barrow Hills strives to create an ethos of good behaviour where children treat one another and the school staff with respect because they know that this is right.

PSHE, RE, Chapel and the example set by older children and staff all play vital roles in creating an environment of good behaviour and respect through assemblies, projects, drama, stories, literature, discussion based on the differences between people and the importance of avoiding prejudice-based language and by the celebration of success.

The school will also regularly review existing procedures and safeguards to incorporate any developments, for example in technology. It may also draw upon expertise from relevant specific organisations or resources for help with particular problems. (See Appendices for further information.) It may also work with the wider community e.g. Police to help with preventative education.

## **INTERVENTION**

Barrow Hills will apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the children may have and taking into account the needs of vulnerable children.

Barrow Hills will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may also receive support.

### **The role of the child**

Children are actively encouraged to tell any adult or other member of the school community if they are being bullied. They are assured this will always be taken seriously and followed-up. They are educated to understand the role of the bystander and that a large percentage of bullying stops when bystanders take action to stop what is going on.

### **The role of Teaching and Support Staff**

Teachers keep records of all incidents of potential bullying that happen in their class, and that they are aware of in the school. The record should include the name(s) of the children involved, the Year group(s) and Form(s), the time the incident(s) took place. If teachers witness an act of bullying, they will either investigate it themselves or refer it to their line manager. All records including any record of conversation should be completed as a daybook entry on engage. Teachers and support staff do all they can to support the child who is being bullied. Once the school is aware of a child either being bullied over a period of time or a single significant incident, then after consultation with the Head of Department/Deputy/Head, the teacher informs the child's parents.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the Deputy/Head are informed. They will invite the child's parents into the school to discuss the situation.

Teachers are aware that at certain times bullying is more likely to occur such as during free play or at times of stress such as exams or when there are changes in the home life of children.

Records are kept to evaluate the effectiveness of the approach adopted and/or to enable patterns to be identified.

### **The role of the Head**

It is the responsibility of the Head to implement the school anti-bullying strategy along with The Deputy Head and DSL, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head draws the attention of children to this fact at suitable moments

The Head and SMT ensure that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. As part of the induction procedure, all new staff are guided through the anti-bullying policy and the PSHE Coordinator goes through our policy and leaflets to the whole staff each year as an agenda item on the staff meeting in advance of Anti Bullying Week. They will also lead an assembly on this.

Raising awareness of staff through training is vital so that the principles of this policy are understood, any legal responsibilities known, action defined to resolve and prevent problems and sources of support made known. Where appropriate the School will use outside agencies for specialised skills in understanding the needs of our children, including those with SEND and lesbian, gay, bisexual and transgender children.

The Head sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be a perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head of Department. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their children to be a positive member of the school.

### **The Role of the Governors**

The Governing body supports the Head in all attempts to eliminate bullying from the school. The Governing body will not condone any bullying at all in the school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Governors require the Head to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident should refer to Policy A14 Complaint procedure to parents.

## **A SUMMARY OF PROCEDURES (INCLUDING FOR EYFS)**

The procedures followed are those as detailed in the Behaviour – rewards and sanctions policy and can be summarized as follows:

1. Children, parents or members of staff suspecting bullying to have taken place should report the incident(s) to the child's Form Teacher or in Pre-Prep the Class Teacher, in the first instance who will deal with it. This should be recorded in writing. Heads of department should also be informed.
2. Notice to staff in Monday staff meeting.
3. If incidents persist, Deputy Head should be informed and victim and alleged bully interviewed. This is also to be recorded in writing. Head to be informed.
4. Depending on the outcome of the interview, both sets of parents are to be contacted and the issue discussed.
5. Bullies should be reprimanded in the first instance and clear disapproval be made. Appropriate sanction enforced, to include deterring the bully. Staff will try to encourage the bully to identify with the victim and apologise.
6. For more serious incidents the Head should be informed and a warning of temporary exclusion be given.
7. In extreme circumstances the Head may permanently exclude a child.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

If any point during this process, there is a safeguarding concern then the relevant outside agencies will be contacted in line with our Safeguarding Policy.



## **APPENDIX 1 – FURTHER SOURCES OF INFORMATION**

### **DfE Resources:**

DfE Behaviour and Discipline in Schools Guidance (updated September 2020)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

[Make them go Away](#) (You Tube Video)

[Let's Fight it Together](#) (Cyberbullying You Tube video)

### **Specialist Organisations:**

Kidscape: Charity established to prevent bullying and promote child protection. 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.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Childline: 0800 1111 get help and advice about a wide range of issues, talk to a counsellor online

Children's Services Department for Surrey: 0300 4709100, if you have concerns about a child you can contact Children's Services

### **Cyberbullying:**

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

### **LGBTQ+:**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ+ equality in education.

Stonewall: An LGBTQ+ equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

This website has been updated to provide links to further information and organisations on transgender and other issues.

### **SEN/D:**

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

*Please note that Barrow Hills School web filtering may block access to some of these sites. Please speak to IT Support if you need help accessing these materials.*