



**HURLINGHAM  
SCHOOL**

## **Anti-Bullying Policy**

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage (EYFS) Nursery and Reception pupils.

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## 1. Introduction

Hurlingham School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Hurlingham. If bullying does occur, all pupils are able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is encouraged to report it using a variety of methods. There is an understanding that this information will be treated sensitively and will only be shared with the appropriate people and/or agencies. We actively support all victims of bullying and take appropriate action with the perpetrators. This work will be pursued through the pastoral and academic curriculum, as well as through the reporting and disciplinary procedures created to deal with all such incidents. Perpetrators will be supported but may well incur sanctions, up to and including exclusion, relative to the seriousness and persistence of their behaviour.

Schools have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. The Department for Education has published advice entitled **"Preventing and Tackling Bullying"** (July 2017) which, as well as providing guidance, makes clear its expectations in relation to school's response to the problem of bullying. This message is repeated in the joint DfE/DoH publication **"Working Together to Safeguard Children"** which states "All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies". Furthermore the principle of children having a right to an education free from harassment and degradation is embodied in the **Human Rights Act 1998**. This policy also has regard to the Ofsted report *'No Place for Bullying – How Schools Create a Positive Culture and Prevent and Tackle Bullying'* (June 2012) and to 'Cyberbullying; Advice for headteachers and school staff' (2014).

This policy document sets out the school's policy in relation to the issue of bullying to ensure that bullying at Hurlingham is prevented in so far as is reasonably practicable by the drawing up and implementation of this as an effective anti-bullying strategy. It should be read alongside our **Behaviour, Rewards, Sanctions and Exclusions Policy**. Both documents reflect a belief that bullying is not acceptable under any circumstances ("zero tolerance") and that it is best prevented through the development of a whole school ethos based on mutual respect, fairness and equality. It also acknowledges that bullying behaviour is problematic for the victim and perpetrator alike and embodies support and management strategies that are pragmatic and non-oppressive.

## 2. Aims of this Policy

- To ensure that our policies and practice consistently contribute to a culture of mutual respect in which unacceptable behaviours, including bullying, are minimised, by ensuring that:
  - we have a set of clear, inclusive values that are understood and lived by all members of the school community
  - our behaviour policy is explicit about the way in which pupils should treat each other and the messages are consistently reiterated and reinforced
  - our staff consistently model positive behaviour in their interactions with each other, with parents and carers, and with pupils
  - our pupils and staff understand the importance of using inclusive and non-derogatory language
  - our pupils are helped to understand the difference between banter and interactions that can threaten or hurt
  - all our staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to understand and manage the effects of bullying.
  - our staff consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language.
- To fulfil the school's statutory responsibility to respect the rights of children and to safeguard and promote their welfare.
- To clarify the school's responsibility for responding to incidents of bullying and to emphasise to staff, pupils and their parents and carers the School's "zero tolerance" attitude towards bullying behaviour.
- To eliminate intimidating behaviour and promote a school ethos in which each pupil is happy, safe and able to learn and make progress.
- To ensure the school is in a position where it can address any problems of bullying that may arise and to bring them under control through the implementation of whole-school policy and procedures.
- To reassure parents and carers that the school takes their children's welfare seriously and that they are being educated in a safe and secure environment.

### 3. Objectives of this Policy

- All teaching and non-teaching staff, pupils and parents and the Principal have an understanding of what bullying is.
- All teaching and non-teaching staff, pupils and parents and the Principal know what the school policy is on bullying, to follow it when bullying is reported and to realise that bullying will not be tolerated under any circumstances.
- All teaching and non-teaching staff, pupils and parents and the Principal know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. All teaching and non-teaching staff, pupils and parents and the Principal are assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### 4. Definitions

#### 4.1 What Is Bullying?

Bullying intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of a protected characteristic such as race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. Bullying may occur directly or through cyber-technology (social websites, mobile 'phones, social websites, text messages, photographs and email);

Bullying on the basis of protected characteristics is taken particularly seriously and will be recorded specifically as such and separate from other bullying incidents.

Bullying, which can include child-on-child abuse, is the use of aggression, physical, verbal or mental, either directly or through the medium of the internet, with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can have significant and long-term adverse effects on the health and behaviour of children. Not only does the victim suffer psychological and possibly physical damage, but the persistent bullies are at risk of continuing their aggressive, antisocial behaviour.

Bullying is extremely serious because it can cause psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Bullying can take many forms and is acted out through the following mediums:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racial - bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- Sexual - unwanted physical contact or sexually abusive comments
- Sexist – bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- Homophobic and biphobic bullying: bullying another person because of their actual or perceived sexual orientation.
- Transphobic bullying: bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Disability - offensive mimicry, mockery of specific difficulty or disability,
- Religious/Cultural - pretending not to understand, mockery of a person's demeanour or way of speaking, dress, religious observance, dietary habits, country of origin.
- Classist - offensive mimicry, mocking clothing and belongings, refusing to co-operate in work and play (refusing to sit next to someone)
- Cyber - all areas of internet, such as email & internet chat room/ social website misuse, mobile phone threats by text messaging & calls, misuse of associated technology, i.e. camera, photography & video facilities.
- Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

- Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

See our separate Staff Acceptable Policy and Agreement, E-Safety Policy, Pupil Acceptable Use Agreement, Behaviour, Rewards Sanctions and Exclusions Policy for further guidance on all technologically-related forms of bullying, including:-

- (a) 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;
- (b) Clear guidance on the use of technology in the classroom and beyond for all users, including staff, students/pupils and visitors that references permissions/restrictions and agreed sanctions;
- (c) Detail the school's technical provision/infrastructure and the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues;
- (d) Detail on how the school builds resilience in its students to protect themselves and their peers through education and information;
- (e) Detail on staff safeguarding professional development that includes online safety;
- (f) Reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated;
- (g) How the school informs, communicates with and educates parents/carers in online safety;
- (h) The management of personal data in line with statutory requirements.

#### 4.2 Who bullies?

**Anyone** has the capacity to bully. There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not.

#### 4.3 Who is bullied?

**Anyone** can be bullied – young person, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disablist, homophobic, racist and religious, or sexist. People can be assigned to, or be a member of, more than one group.

### 5. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened or shows an unwillingness to come to school
- changes their usual routine
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

- is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## 6. Procedures

We are committed to creating a “bully-free” environment, and will work to ensure that our “zero tolerance” policy is applied rigorously. All staff involved in the teaching and/or supervision of children will take responsibility for addressing incidents which fall within the school's definition of bullying, and ensure that the victim and the bully receive what support is required.

All staff are aware (and parents are informed) of the procedures to follow – so that it is easy to report bullying, including cyber-bullying and bullying outside school, the threshold for reporting a bullying issue to external agencies (such as police/children's social care) is known, and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

### 6.1 Responding to reports about bullying of a child

#### School

We place paramount importance on all pupils enjoying each day at Hurlingham. Our “Golden Rules” apply throughout the School and are very effective in ensuring that the vast majority of “bullying”- that is to say, behaviour of comparatively low significance that causes a child to become unhappy, for whatever reason- is spotted and remedied at a very early stage. All significant incidents are recorded in the behaviour log on CPOMS. These are regularly reviewed by Heads of Section, who double-check that there are no patterns or repetitions that may require further intervention. The Heads of Section will report any allegations of bullying to the Deputy Head Pastoral and Operations (also the DSL), who in turn would notify the Head and the Principal if necessary.

More serious incidents are very infrequent. However, should one occur, or should a pattern of sustained, targeted, repeated bullying be identified, we take the following steps in order to ensure that all incidents are dealt with effectively and recorded thoroughly:

- If bullying is suspected or reported, it is dealt with immediately by the member of staff who has been made aware of it.
- A clear account of the concern is recorded and given to the Head of Section and the Head. Staff will record their initial concerns on CPOMS, recording the date, time, names involved and exactly what happened with each person involved and what was specifically judged to be bullying behaviour (repeated actions which have caused distress).
- The Head of Section and the Form Teacher will investigate and keep a detailed record on CPOMS. This is held in line with the school's data protection policy/practice.
- All children involved will be reminded of appropriate behaviour and the seriousness of bullying.
- All staff are kept informed including appropriate subject teachers and lunch time staff.
- If evidence of bullying is presented, the parents of the alleged bully will be contacted and the incidents discussed. Details of this meeting and strategies to be implemented will be recorded on CPOMS.
- If no evidence of bullying is presented, the matter is discussed with the parents of the child who sees him or herself as the victim, and the child, and is resolved. Details are recorded .
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- The Head also has the power (not legally bound to but able to act) to police bullying carried out by pupils even when they are home eg. Cyberbullying. (*Education and Inspectors Act 2006*).

N.B. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

### 6.2 Disciplinary Steps

The following disciplinary steps can be taken:

- Official warnings to stop bullying behaviour
- Loss of lunch/break-time privileges

- Parents informed
- Weekly / daily form teacher / Head of Section / Head's report
- Removal from group / class
- Counselling/instruction in alternative ways of behaving
- Adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- Fixed periods of exclusion (for threatening or actual violence)
- Permanent exclusion (in repeated or extreme cases of violence).

### **6.3 Pupils and staff**

Pupils and staff who have been bullied are supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed without promising confidentiality.
- Offering continuous support
- Restoring self-esteem and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong-doing and need to change
- Informing parents to help change the attitude of the pupil
- The use of specialist interventions and/or referrals to other agencies where appropriate.

### **6.4 Parents**

- Most concerns about bullying are resolved through discussion between home and school.
- However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, we ask parents to work with us in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies is made where appropriate.

### **6.5 Responding to reports about adult bullying:**

If an adult in school feels they are the victim of bullying behaviour it should be reported:

- Immediately to the Head of the Prep School or to the Head of Nursery, who will deal with the alleged bully and take any action necessary.
- Immediately to the Head if an allegation of bullying has been made concerning the Head of Nursery.
- Immediately to the Principal if an allegation of bullying has been made concerning the Head.
- The adult (victim) may contact the Principal if a satisfactory outcome is not achieved.
- The Principal has a duty of care for all members of the school community and as such will take incidents of alleged bullying seriously.
- Further support and advice is available for any adult working in school through their access to Health Assured and Teaching Union representatives.

## **7. Preventative Measures**

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school's policy of "zero-tolerance" consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable, and will take positive action to prevent and control it.

**7.1** In addition, the issue of bullying and preventing it will be raised with staff, pupils and parents in a number of ways:

- Raise awareness of the nature of bullying through inclusion in PSHEE, Form time, assemblies, subject areas, projects, drama, stories, literature, historical events, current affairs and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Participate in national and local initiatives such as Anti-bullying Week.
- Internet safety whole school activity days.
- A Cyber-Bullying workshop take place to give information to parents.

- Worry Boxes/folders in each classroom which are emptied regularly and acted upon either by the Form Teachers or Head of PSHEE depending on the year group.
- Whole school displays promoting anti-bullying.
- Seek to develop links with the wider community that will support inclusive anti-bullying education.
- Hurlingham recognises that there are particular times when children may be more vulnerable to bullying, such as lunch and break times. Arrangements are made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- There are particular locations about the school in which incidents or bullying are more likely to occur. Arrangements are again made to ensure that these are properly supervised or pupils have been forbidden access to these areas.
- Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) are carefully observed, offered support and guidance and are monitored to ensure repeated bullying does not take place.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- Parents who believe their children are the victims of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly, if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed. A plan is agreed to prevent further incidents, and the bullying child is thus helped to change his or her behaviour.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. *'A person is guilty of an offence if he sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character or causes any such message or matter to be sent'*. Section 127 of the Communications Act 2003.

## **7.2 Developing proactive approaches to dealing tackling bullying through the Curriculum**

### **The personal, social and health education (PSHEE) curriculum**

PSHEE is an important part of the curriculum and covers topics that are important if we want our children to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and well-being eg. how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

### **Key Stage 1**

#### **The PSHEE curriculum guides students to:**

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong - including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at
- Realise that people and other living things have needs, and that they have responsibilities to meet them (ie how they affect other people)
- Understand how to make simple choices that improve their health and well-being
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other



- Learn about bullying - there are different types, that it is wrong, and how to get help to deal with bullying.
- Recognise cyber bullying at an age-appropriate level – understand that the internet poses some dangers often arising from the fact that users may not be who they say they are and reality and fantasy can become blurred. Explore how to recognise these dangers and how to find support if needed.

## Key Stage 2

The PSHEE curriculum guides students to:

- Be able to talk and write about their own opinions, and explain their views
- Be able to recognise self-worth, their achievements, and their good points
- Be able to face new challenges by learning to talk and write about their own opinions, and explain their views
- Be able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- Understand how to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- Understand what makes for a healthy lifestyle - what affects mental health, and how to make informed choices
- Deal with pressure to behave in an unacceptable or risky way - whether from friends or adults.
- Know how to get help, and use basic techniques for resisting pressure.
- Understand how their actions affect themselves and others.
- Care about other people's feelings and try to see their point of view
- Think about the different types of relationships
- Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people - can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support.
- Recognise the dangers of the internet at an age-appropriate level and appreciate how to get help / support if needed; how to use the internet safely and responsibly and respond accordingly if faced with inappropriate content such as a request to share personal information. Understand the concepts of cyber-bullying, grooming and exploitation.

Further information may be found in the PSHEE Policy and Scheme of Work.

### 7.3 Staff Training

Every member of staff working directly with pupils receives the appropriate training regarding anti-bullying and has developed their understanding of signs and indicators of bullying behaviour. They understand their legal responsibilities in passing concerns to the designated teacher and know how to respond to a child who discloses bullying. Staff training will be provided at least every two years and will focus on raising awareness of an aspect of anti-bullying.

All Prep-School teaching staff also undertake regular online safety training which includes cyber-bullying.

All of these preventative strategies operate within our school ethos. We believe that equality, fairness and respect for others in which individual differences are celebrated are essential. **In order to help children learn and develop appropriate responses to others, all staff will at all times treat each other (and children, parents and carers) with courtesy and respect, and will model appropriate and acceptable behaviour.**

## 8. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

**NB.** The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in 6.2 of this policy if they become aware of any incidents.

All members of staff will receive training on an at least and annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the Signs and Symptoms (section 5) of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend annual training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

## 9. Monitoring and Evaluating

Each incident of bullying falling within the school's definition will be recorded by the Form Teacher in the first instance, unless the incident has directly been witnessed by, or already reported by a parent / carer to a more senior member of staff. Any incidents with a racist, sexist, disablist or cyber element will specifically be identified as such. An annual report will be made to the Principal who will advise the Board of Directors indicating the extent of the problems and any trends which may emerge. Senior staff and the Principal will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. The Head will include an analysis of bullying and the actions taken in his reports to Advisors and the Board of Directors.

## 10. Publications

- KCSIE 2023
- 'No Place for Bullying – How Schools Create a Positive Culture and Prevent and Tackle Bullying' (June 2012)
- Preventing and Tackling Bullying. Advice for Head Teachers, Staff and Governing Bodies' (July 2017)
- Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying - Safe to Learn: Embedding anti-bullying work in schools (2018)
- Cyberbullying: Supporting School Staff (Childnet)
- The Characteristics of Bullying Victims in Schools (2010)
- Let's fight it together - What we can all do to prevent cyberbullying (Childnet)
- Bullying - A Charter for Action (DfE-00657-2007)
- Cyberbullying guidance - summary leaflet (DfE-00685-2007)
- Tackling Bullying: Listening to the Views of Children and Young People (March 2003 RR400)

## 11. Help Organisations

Anti-bullying Alliance	<a href="mailto:aba@ncb.org.uk">aba@ncb.org.uk</a>
Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
Childline	08001111
KIDSCAPE	020 7730 3300
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parenting and Family Support	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
	<a href="http://childnet-int.org/">http://childnet-int.org/</a>
	<a href="http://www.beatbullying.org/">www.beatbullying.org/</a>

## 11. Other Related Policies

This policy has clear links to other policies in our school, in particular to:

- Behaviour, Rewards, Sanctions and Exclusions Policy
- Health and Safety Policies
- Safeguarding and Child Protection Policy (including child-on-child abuse)
- Safeguarding and Safer Recruitment Policy
- Taking, Using and Storing Images of Children Policy
- Pupil Restraint Policy
- Procedures for when a Member of Staff, Volunteer, Child Protection Officer, Head or Principal faces Allegations of Abuse

- Staff Acceptable Use Policy and Agreement
- Social Media Policy
- Social Media and Devices in School Code of Conduct for Parents and Visitors
- E-Safety Policy
- PSHEE Policy.

Each of these policies is also concerned with the protection of all children in the school from various kinds of harm.

Date of Policy: January 2008

Date of last review: September 2023

Date of next review: By 1 October 2024