ANTI-BULLYING POLICY

Anti-Bullying Policy

1.   General Statement

This anti bullying policy has been developed in line with the Department for Education document, 'Preventing and tackling bullying (July '14)'. The policy also pays due regard to the DfE document 'Cyberbullying: Advice for Head teachers and school staff (2014).The school is a member of the Anti-Bullying Alliance (ABA) and all staff undertake appropriate training provided by them. ABA resources are also made available to parents via the school website. The language used within this policy reflects that used by the ABA.

This policy is linked to the school's Behaviours and Sanctions Policy, IT Policy and Safeguarding Policy. The School recognises that bullying may represent a safeguarding issue. This policy applies to all pupils in the school, including those in the EYFS.

2.   Aims & Objectives

The Governing body and staff at Amesbury take seriously their responsibility to ensure pupils are able to come to school confident that they will be able to learn in an environment free from bullying. We recognise that bullying is serious and can cause both physical and emotional harm (which may cause psychological damage).

All members of the school community, but in particular all adults associated with the school have a full and active part to play in protecting pupils.

The aims and objectives of this policy are to:

a)   Provide a framework of school practises and procedure which is designed to prevent bullying taking place within the school community.

b)   Develop a school culture in which amesburians feel secure and safe and are confident to "tell" if they (or someone they know) is/are being bullied, in the knowledge that they will be listened to and appropriate action will be taken.

c)   Develop understanding within the school community in relation to the serious consequences for the bullied child, (which can result in psychological damage and on rare occasions suicide) and for the bully, the likelihood of suspension, expulsion and even criminal prosecution in relation to harassment and threatening behaviour.

d)   Ensure that all members of staff are inducted, trained and supported to prevent bullying taking place in the first place and to deal effectively if incidents of bullying come to light.

e)   Ensure that pupils who are being bullied are suitably supported, and pupils who may bully others are also given suitable help and guidance.

3. Definitions

a) Not all acts of aggression, name calling, and other kinds of nasty behaviour are necessarily bullying. Although such actions may be deplorable, as long as they do not form part of a pattern, they are not bullying. There is a difference between premeditation of cruel words or violent actions and a spontaneous outburst. For this reason bullying is characterised by repeated behaviour by individuals or groups.

We use the Anti-Bullying Alliance definition of bullying which is:

'The **repetitive**, **intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance** of power. Bullying can be physical, verbal or psychological'.

b) The intended effect of bullying is generally one or more of the following: intimidation, isolation, subjugation and exploitation. It always has at its roots the misuse of power and the exploitation of a perceived weakness.

c) With this in mind any 'initiation ceremonies' which are intended to cause or which might cause pain, anxiety or humiliation are strictly banned. This relates to all aspects of school life, including any activities in the boarding house, school trips, changes of year groups, relationships between older and younger pupils, selection for school teams, appointments of school officials etc.

d) **Racist bullying** involves a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised excluded powerless or worthless because of their race, colour, ethnicity, culture, religion, national origin or nation status. All examples of racist bullying in schools are racist incidents. Not all racist incidents are necessarily instances of racist bullying.

e) **Bullying and SEND**
Pupils with SEND may be at a higher risk of being targeted due to their need or disability. They may not outwardly show signs of being bullied and/or may have difficulties in communication about abuse or neglect.

This may be due to:
• assumptions that indicators of possible bullying such as behaviour, mood and injury relate to the child's disability without further exploration;
• the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
• communication barriers and difficulties in overcoming these barriers.

f) **Other hurtful behaviours**, both physical and psychological which are homophobic in nature, or are based on an individual's gender/sex, a known disability, special educational needs, their physical appearance or because he/she is adopted or is a carer and which have the same effect in terms of making an individual feel unwelcome, marginalised, excluded, powerless or worthless are also examples of bullying.

g) **Cyberbullying.** Modern technology provides many opportunities for cyberbullying behaviour which need particularly serious consideration. Bullying messages, comments and threats can be carried through text messaging, e-mail, Instant Messaging (including chat rooms and online games), mobile phones and social networking websites. Bullying behaviour using these channels of communication can have a seriously negative impact on a child's welfare because it can take place at any time of day, even in the security of a child's home, and is not limited by geography. Examples of cyberbullying are listed below:-

   i. Vilification/Defamation/ Hate Or Bias-Bullying: using mobile phones or email to send sexist, homophobic or racist messages.
   ii. Ostracizing/ Rejection/Exclusion: ex-communication from "buddy lists" leads to real cruelty.
   iii. Threats and Intimidation: repeated, prolonged, unwanted texting (anonymous death threats).
   iv. Identity Theft, Unauthorized Access and Impersonation: breaking into an e-mail account, sending vicious or embarrassing material to others.
   v. Publicly posting or sending personal or private info or images: tricking someone into revealing sensitive personal information, and forwarding.
   vi. Harassment or stalking of a pupil or an adult.
   vii. Manipulation: blackmail (from photos) and harmful messages

Definition of cyberbullying: bullying which is carried out through an internet service such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phones such as short message services (SMS).

The Education and Inspections Act 2006 provides schools with legal powers to regulate the conduct of pupils when not on school premises or not under the control of a member of staff to 'such an extent as is reasonable'. The wider search powers included in the Education Act 2011 gives teachers stronger powers to tackle cyber-bulling by providing specific powers to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. A pupil can also be requested to reveal a message, or content of their phone, to establish if bullying has occurred. Disciplinary measures may be taken against those who refuse to comply.

Any pupil found to have used information technology to write and/or distribute offensive material about another pupil will be in breach of the Behaviours and Sanctions Policy and Anti Bullying Policy and may, after investigation, be subject to the sanctions outlined in those two policies, which may ultimately lead to suspension and expulsion.

4. Roles and Responsibilities

The school has an Internet Safety policy which clearly outlines roles and responsibilities. All members of staff have a responsibility to read, understand and help promote the Internet Safety policy. However, specific roles include:

Designated Safeguarding Lead	Michael Armitage
SIRO	Sarah Jones
Internet Safety Officer	Tony Sharps
Safeguarding Lead Governor	Jill Tait-Harris
Designated Safeguarding, Deputy	Nick Randall, Michelle Thurley, Jo Clark

5. Use of Technology

Pupils have an age appropriate Acceptable Use Policy which they must abide by (see Internet Safety Policy). As a condition of employment all staff must sign and agree to abide by the staff Code of Conduct which outlines Internet Safety protocols (see Code of Conduct). These protocols are expanded upon in the Internet Safety Policy.

6. Technical Provision/infrastructure

Amesbury uses a web content filtering appliance supplied by LightSpeed Systems which allows granular and targeted filtering to all stakeholders when using the School Internet connection. All Internet activity is logged and traceable. All alterations to filtering are logged and access is restricted to members of the ICT department. E-mail is filtered using Microsoft Office 365 filters.

7. Education

The school builds resilience throughout the curriculum by actively promoting fundamental British values such as democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Through the PSHEE and Computing subjects an age appropriate Internet Safety programme is delivered to every Year Group during the course of the year. This programme focuses on issues such as digital etiquette, privacy, password security, being share aware, appropriate website usage, self- image and grooming. The school also participates in UK Safer Internet Day.

8. Professional Development

All staff receive appropriate Safeguarding training before commencing employment at Amesbury, which includes Internet Safety.   The Internet Safety Officer is a CEOP ambassador and regularly attends Internet Safety training workshops. He regularly updates staff on current trends as part of the school's in service training programme. He also updates the school's Governors as required. All members of staff are required to complete the on-line Channel Prevent training course. They are also required to complete an in-house on-line Internet Safety survey to help evaluate depth of knowledge and understanding to inform future training needs.

9. Reporting

Any Internet Safety concerns which may have a safeguarding implication should be handled in accordance with the School's Safeguarding policy. The Safeguarding Lead/Deputy will then initiate an appropriate response. There is strict monitoring of the e-safety policy and age appropriate sanctions may be may applied in accordance with the school's Behaviour and Sanctions Policy should there be a breach. All members of staff and parents are encouraged to be vigilant in reporting issues, in the confidence that issues will be dealt with quickly and sensitively. Any concerns should be taken in the first instance to the Deputy Head Pastoral. We will contact the Police if one of our staff or pupils receives online communication that we consider is particularly disturbing or breaks the law.

10. Home/School Communication

The Internet Safety Officer runs regular Internet Safety seminars for parents and carers. The school's clinical psychologist also runs regular workshops on the effects of technology on child development. As part of UK Safer Internet Day, we bring in external specialists in the field of Internet Safety to deliver lectures. Amesbury actively promotes a culture of parents and staff keeping each other mutually

informed. The school operates an esafety@amesburyschool.co.uk. address where parents can share with the school, information about their child's on-line activity that may have pastoral implications.

11.   Management of personal data

Storage of all data within the school conforms to GDPR. Where storage of school data is online, this is exclusively within the school's Office 365 environment. All data is stored within the EEA. A comprehensive outline on the management of personal data can be found in the school's data protection policy.

12.   Bullying and Safeguarding

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Any such concerns must be immediately communicated to the Designated Safeguarding Lead (Deputy Head). If the above threshold is met the Deputy Head will report his concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, it may be necessary to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

13.   Guidance to Common Room

What follows is a guide for staff to help reduce the likelihood of bullying, identify bullying when it occurs and if necessary deal with bullying.

a)   **Reduce:** Ensure that you do not unwittingly promote bullying by making thoughtless comments about a child (because they are tall, short, fat or thin, because they are slow to understand, or hard of hearing). You would not expect the Head to call you an 'idiot' or 'liar' or 'tubby' in front of other colleagues or at any other time. It does not matter how much pressure you are under – you must extend the same level of courtesy to the pupils at all times.

The relationship between teacher and pupil is already an unequal one. By being seen not to abuse that relationship, you shine a mirror on what decent relationships look like. By failing to understand that relationship you give a green light to children to bully each other.

Example: You are sure a child has cheated in a test, but they deny it. You call them a liar in front of their classmates. The other children are now free to do the same.

Instead, speak to the child at the end of the lesson, tell him/her that you cannot accept their explanation and that as a consequence you are going to punish them/speak to their tutor/their parents ……… you might even give them some help along the way.

The real issue is why did the child cheat in the first place? Perhaps they find the work impossibly hard (in which case they need support), perhaps they are really keen to do well but didn't revise because the dog died last night and they spent the night in tears, perhaps parents are putting them under far too much pressure to come 1st or perhaps they are bone idle. In any of these cases a more systematic approach (discussion with Tutor) is needed rather than a self-indulgent outburst.

Example: A child that is consistently late for your lesson, or complains that his or her equipment is being hidden might indeed be lying. However, perhaps they are forgetful and/or disorganised or, alternatively, they might be telling the truth are being bullied. Perhaps their books, PE Kit are being hidden. Perhaps they make themselves discrete until such time as the bully has gone to class.

b) **Identify:** Watch for signs of distress in children: deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance, lateness to lesson, loss of games equipment or other items of personal property.

A parent may express concern about the welfare of a child without actually making reference to bullying (they are often reluctant to admit to the fact that their child is being bullied). Whilst this may be symptomatic of other problems, it may be the early sign of bullying.

c) **Dealing/Reporting:** It's important that you understand the procedures for reporting bullying.

If you have a possible pastoral concern
Where you have a suspicion that a child is being bullied, speak to the child's Class Teacher/Tutor immediately who will discuss the concern with the relevant senior members of staff. The child will then be raised at the appropriate pastoral meeting.

CPOMS will then be used to record the concern. Members of the Common Room should be aware of situations involving the named child and add any further observations to CPOMS. This will be closely monitored and appropriate action taken if required (see guidance below).**If you are witness to relational conflict or bullying**
If you are **witness** to relational conflict or potential bullying, or if a serious complaint is made by a child or parent, the Head of EYFS/Class Teacher (Years 1 and 2) or Year Group Pastoral Leader (Years 3-8) should be informed immediately. It will then be necessary to establish whether we are dealing with relational conflict (accidental, occasional, remorse, power balance) or a case of bullying (deliberate, repetitive, no remorse, power imbalance).

Bullying is a group behaviour. It relies on the strength and power of the social group to enforce and maintain the power dynamic over those individuals who may find it hard to resist, or who may not have a wider group of supporters to draw on to protect themselves. Consequently, as well as the victim and the ringleader it may be necessary to speak to other individuals in the group, including potential re-enforcers, defenders and bystanders.

Non Sanction Based Response to Bullying
The child being bullied will usually not want the 'bully' to be punished. Their priority is for the bullying behaviour to stop. The focus then should be on changing behaviour rather than punishing. Punishment often entrenches positions, makes it more difficult for the bullied child to pluck up the courage to talk, and makes the bullying child less willing to admit to their behaviour.

Various restorative approaches are used to bring about change which are relevant and appropriate to the age of the child(ren). Parents will be informed.

The victim should be assured of patient and sympathetic listening and should be given ongoing advice and support.

The ringleader/child exhibiting bullying behaviour will also require pastoral support. However, he/she will be told that our expectation is that the behaviour will **stop.**

The school also recognises the power of the bystanders. They play a key part in the process to bring about change. The bystanders, who were previously silent, should be encouraged to fulfil their social responsibilities. They have a crucial part to play in policing the change in behaviour

The children will be informed that the situation will be monitored until we are confident that relationships have been restored. It is important that everybody involved is aware of our expectations in terms of behaviours.

It is essential that when bullying behaviour occurs it is identified as such and recorded accordingly on CPOMS**.** This is essential so that any patterns can be identified and the effectiveness of the policy can be monitored.

Parents of both the victim(s) and the ringleader(s)/bully(ies) will be informed of the school's position in writing so that there is clarity.

A Bullying File with a hard copy of details/e mails (see appendix) is also kept by the Deputy Head.

Bullying records are reviewed by the Deputy Head and the Class Teacher/Year Group Pastoral Leader at their weekly meeting.

d)   **Repetitious Bullying**
If the child who is demonstrating bullying behaviour does not acknowledge fault, or does but does not change their behaviour then they should be disciplined. The Year Group Pastoral Leader must inform the Deputy Head immediately and an agreed strategy will then be communicated to the Common Room. A variety of sanctions may be used at this stage including:

Exclusion from school activities: playtime, school matches, trips.

Formal disciplinary sanctions: detention, suspension, expulsion.

All members of staff should make themselves aware of situations involving the named children and support the agreed strategy.

14.   Guidance to Parents

a)   Watch for signs of distress in your children. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, requests for extra pocket money, damaged clothing or bruising.

b)   Take an active interest in your child's social life. Encourage them to discuss their friendships, how playtime is spent without being inquisitorial.

c)   Be careful not to unwittingly contribute to the bullying of another child by not including a particular child on an invitation to a birthday party or the like (See Form Lists).

d)   If you have even a suspicion that your child is being bullied, inform the school immediately and ask for a meeting with your child's Tutor or Class Teacher. Where your concern is more serious speak to the Deputy Head as a matter of urgency. If you would prefer to speak to the Head then please do so.

e)   A formal complaint to the Head should be made in writing and will always receive a formal reply.

f)   Never encourage your child to hit back. It will only make matters worse and such behaviour could be contrary to your child's nature. More positively, encourage your child to make friends. A child who has friends is less likely to be bullied.

g)   The school will attempt to devise strategies that will help and support your child. This might involve alerting staff 'off the record' to be particularly vigilant or putting the complaint 'on the record'' and speaking directly to the children. Parents of the children involved may also be informed.

h)   Keep a written record if the bullying persists. It will provide evidence regarding WHO, WHAT, WHEN, WHERE and will also enable patterns to be identified if applicable. Do however be patient. A situation that has developed over a period of time will take some time to change.

15.   Prevention

a)   The active promotion of fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs throughout the curriculum and by way of the PSHEE Programme, Assemblies, Chapel and the tutorial system.

b)   Creating a culture where:
   ➢ all pupils and parents are listen to and taken seriously
   ➢ differences in all pupils and staff is actively and visibly celebrated
   ➢ all pupils are valued
   ➢ all discriminatory language is taken seriously and challenged
   ➢ all school staff are role models in how they treat others

c)   Close monitoring of individual children through weekly Year Group Pastoral Meetings and weekly Pastoral Leaders/Deputy Head meetings.

d)   Monitoring of selected groups of children throughout the year by way of questionnaires and termly interviews with the School Governor responsible for Safeguarding/Pastoral Care, e.g. girls, boys, new pupils, by year group.

e)   An induction process for new children.

f)   The education of parents, mainly through morning seminars and on-line training.

g)   Regular whole staff training.