Anti-Bullying Policy (Including Cyberbullying)

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Approved by	PRS Board of Governors
Approval date	XXXX

Contents

1. Introduction

At PRS we have a Code of Conduct based on Punctual, Respectful and Safe.
Everyone in our community:

> 1. Has the right to feel safe and confident.

> 2. Should be able to work and learn in an environment free from intimidation and distraction.

This policy is based on the DfE guidance. It applies to all adults and young people working within the school community. It aims to foster and adopt a climate of positive adult role modelling and supporting young people within the school community.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents Preventing and tackling bullying

It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2019 Keeping children safe in education and 'Sexual violence and sexual harassment between children in schools and colleges' guidance Sexual violence and sexual harassment between children in schools and colleges. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools". Cyberbullying guidance for schools

Approaches to preventing and tackling bullying

We will deal seriously with all forms of bullying.

2. Raising Awareness

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

(Safe to Learn, DfE) 'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DfE)

Bullying can be physical, verbal, social or cyber.

At PRS we define the following behaviour by groups or individuals as bullying:

1. Spreading rumours, hearsay or hurtful comments which interfere in the relationships of friendship groups.

2. Name-calling or the use of nicknames used to embarrass or ridicule a person.

3. Deliberately demeaning the efforts of an individual, group or class.

4. Isolating an individual.

5. Racist, sexist or homophobic comments.

6. Demanding money or personal property from a person or deliberately damaging their property.

7. Blackmail, coercion, threats, threatening behaviour or actual physical violence.

8. Posting, sending and/or circulating derogatory images and / or comments via the Internet.

Bullying can occur anywhere

Bullying can take place in many places. It can occur during the journey to and from School, before lessons begin, at break, lunchtime and during lesson changeovers in corridors. Toilets and changing rooms are places where bullying can occur. Bullying may also take place in a subtle and surreptitious way during lessons when adults are present.

*Cyber-bullying incidents such as text messages, email, instant messages, and social networking sites may originate from outside of School but if it affects pupils during the school day then we will respond to it. (See appendix 2)

3. Prevention

We believe that all pupils need to feel good about their achievements at school. A positive and responsible pupil is less likely to bully or become bullied. We place great emphasis on celebrating academic, Arts, Sports and extra-curricular achievements. We also promote achievement through our epraise shop, where pupils can receive various prizes in exchange for the achievement points they have built up.

Prevention is better than cure so at PRS we are vigilant for signs of bullying and always take seriously reports of bullying. We use the curriculum and other appropriate times to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour.

Bullying is an action directly against a key expectation of the school, RESPECT. We strive to organise our community in order to minimise opportunities for bullying.

We use a variety of methods to help students prevent bullying.

As and when appropriate these may include:

- Supportive pastoral team - Open door to raise a concern
- Clear message from Heads of Year and Headteacher – 'We do not tolerate bullying'
- Intervention work from the RAO's for students who are repeat offenders - 'put them into the shoes of the students that is bullied' - 'recalibration session'
- By arranging social skills groups and counselling where appropriate (both with our School Counsellor and referrals to other external agencies).
- Through vigilance by all staff within lesson and also on duty before school, break and lunchtimes and after school.
- Buddy/mentoring systems
- Assemblies
- Anti-Bullying week

- Internet Awareness week
- Display materials around the school by a variety of means (posters, website etc)
- Behaviour plans for individuals
- Positive achievement assemblies
- PSHE sessions on E-safety and bullying

4. Signs of Bullying Incidents

Adults should watch for early signs of distress in students. These may be the early signs of bullying. These may include:

- fears of walking to or from school
- doesn't want to go to school on the school/public bus
- asks to be driven to school all the time
- changes their usual routine
- does not want to attend school (school phobic)
- begins truanting school
- asks for money or starts stealing money
- comes home starving
- stops eating
- becomes withdrawn, anxious, or lacking in confidence
- 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
- some possessions go 'missing'
- dinner or other monies continually get 'lost'
- has unexplained cuts or bruises
- starts becoming aggressive, disruptive, unreasonable
- is bullying other children or siblings
- is scared to say what's wrong
- gives improbable excuses for any of the above

5. Anti-bullying procedure

PRS regards bullying behaviour very seriously and therefore the following steps will be promptly taken in dealing with incidents.

*See Appendix 1 for flowchart that is used each time an incident is reported.

Reporting and supporting Pupils can report any bullying issues or concerns via the Drop-in service run by the Pastoral Support Team or by reporting it to a member of staff/student they trust. They can also email 'childprotection@prsbucks.com

Any member of staff who notices or becomes aware of any form of bullying will report it immediately to any member of staff. The normal route is to the form tutor or RAO/HOY. More serious concerns should be reported on CPOMS.

These incidents will then be passed over to the RAO team to action.

They can also report incidents directly to their Tutor, who will also pass it over to the Pastoral Team to action.

There are a few support plans that can be put in place for a pupil who feels they are being bullied, and for a pupil who may be the perpetrator of bullying.

 Support in place could be one of the following:

- Take a break
- Time out cards
- Drop in service
- Peer Mentoring
- Meet and Greet
- Counselling (for intense cases) Courses:
- Self-awareness and self-esteem sessions

Sanctions for Students Engaging in Bullying Behaviour

Each incident of bullying behaviour is unique to the individual(s) who displays it and those who experience it.

Sanctions applied following bullying behaviour will depend upon several factors that may include:

- The level of intent
- Any provocation
- The duration of the bullying behaviour
- The nature of the bullying behaviour and its impact
- Whether it is the first report or a repeat of bullying behaviour.
- Whether the student(s) engaging in the bullying behaviour has received previous warnings or sanctions.
- Actions available as sanctions for student(s) engaging in bullying behaviour:
- Verbal warning and a note placed in the student's file.
- Meeting with the student(s) parents to discuss necessary changes to their child's behaviour towards their peers and any other underlying issues.
- Detention Behaviour report.
- Resolution meeting
- Restorative justice meeting
- Pastoral Support Plan
- Internal exclusion
- Modifying Behaviour Agreement / Student Support Agreement
- Community Service
- Fixed term exclusion
- Managed move to another school
- Permanent exclusion

6. Monitoring

Heads of Year/RAO should:

- Review the incident records regularly to identify trends within their own year group
- Provide occasional assemblies to raise awareness of different types of bullying and support a protective ethos for victims
- Keep SLT informed of bullying issues within the year group and strategies to resolve
- Liaise with other HoY
- Complete the relevant referral forms to ensure that affected pupils receive the correct form of support

Senior Leadership Team (SLT) should:

- Alert other members of SLT about developing concerns
- Deliver whole school assemblies on key bullying issues to raise awareness

Governors should:

- Be aware of the schools Anti Bullying Policy
- Contribute to the review process

7. Training

Training is provided as appropriate:

- NQT training includes Anti Bullying
- Non-teaching staff are given the opportunity to attend training on techniques for Behaviour Management including recognising and dealing with bullying
- Non-teaching staff are made aware of appropriate strategies for recognising and dealing with bullying
- HOY/RAO heighten awareness and review Anti Bullying Strategies in year team meetings
- Restorative practices (justice) - when the investigations are complete and sanctions (if necessary) applied, we will aim to get the victim and bully together. The victim gets an opportunity to explain how they feel, then the bully can do likewise and hopefully a genuine apology is offered to the victim, perhaps accompanied by an agreement to some actions that can help redress the situation.
- Online training through the National College - Use of social media

8. Anti-Bullying Strategies

Advice to Staff

As teachers we are managers of our classrooms.

We need to be aware of the dynamics in pupil relationships and be careful to promote equal opportunities for all.

We should aim to create a positive learning atmosphere in which every pupil is able to thrive.

Teaching Staff Strategies

- Arriving at lessons promptly to avoid 'corridor bullying'
- Avoid leaving any group of pupils unattended in the classroom

- Inform the HOY of any suspicions of or actual incidents of bullying using SIMS/Epraise and email /discuss further details as appropriate
- Try to ensure a 'safe' situation for the pupil or pupils being bullied, other than removing them from the group. (If necessary, the bully or bullies should be removed)
- If appropriate, seek medical assistance for the victim
- After the incident has been dealt with, please be vigilant – use your seating plans to separate and support pupils

Support Staff Strategies

- Encourage all pupils to follow the school rules (Punctual, Respectful, Safe)
- Talk to pupils who appear to be being subjected to bullying
- Inform the HOY/RAO of any suspicions of or actual incidents of bullying by recording on SIMS/Epraise and emailing /discussing further details

HOY, RAO and SLT Procedures

- If appropriate, seek medical assistance for the victim
- Deal with the incident as soon as possible
- Interview the bully / bullies – record the incident, interview the bullied – record the incident
- Try to allow adequate time for the victim(s) to describe the incident
- Inform all relevant staff of the incident / action / resolution

Make decision about the incident in consultation with tutors and consider the following actions:

- Counselling of both parties (sometimes both agree to talk it out with you
- Punishment
- Recompense.
- Contact with parents
- Contact with Governors
- Contact with other outside agencies

Monitor the situation, i.e.

- Allocate the victim / bully to a Peer Mentor
- Encourage the victim to log any further incidents
- Check with the victim of the situation as long as necessary
- Hold follow-up meetings with bullied / bullies' parents, if appropriate
- Counselling for bully / bullies
- Refer the victim / bully for further support from external agencies
- If patterns of bullying are identified representatives of marginalised groups are consulted and action plan(s) drawn up

Student/Pupil Actions

- Always report any bullying you are aware of

10. Version Control

Date	Circulation	Amendments to previous version

Appendix 1

Bullying Incident

Bullying Incident reported

RAO to speak with student who is 'victim' and collect statement. Re-assure student they are doing the right thing in telling you. • Identify student (s) doing bullying • Identify student (s) who may have witnessed • Identify what, where and when this has happened • CONTACT PARENT TO LET THEM KNOW YOU WILL INVESTIGATE

Liaise with HOY and ensure that they speak with any witnesses • Identify student (s) doing bullying • Identify what, where and when this has happened • Check CCTV (where applicable)

Evidence to support

No evidence to support

Speak with student (s) who allegation was made against and take statement • Speak with HOY/Assistant Headteacher for sanction • CONTACT PARENT TO LET THEM KNOW THEY HAVE BEEN SANCTIONED FOR BULLYING • CONTACT PARENT OF VICTIM TO LET THEM KNOW OUTCOME AND ENSURE THEY ARE SATISFIED • RECORDED IN BULLYING LOG

Speak with student (s) who allegation was made against • Explain there is not enough evidence but you will be monitoring situation

CHECK BACK WITH STUDENT ON A WEEKLY/FORTNIGHTLY BASIS TO CHECK EVERYTHING IS FINE

PRINCES RISBOROUGH SCHOOL

Our Values		Our Expectations		Our consistencies	
	POSITIVE		PUNCTUAL		Arrive to lessons on time 'ready to learn'
	RESPONSIBLE		RESPECTFUL		Respond positively on first request and be kind to each other
	SUCCESSFUL		SAFE		Walk sensibly and calmly, 100% Effort

Appendix 2

Cyberbullying

https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Focus%20on%20Cyberbullying-1.pdf

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

https://www.net-aware.org.uk/

https://www.thinkuknow.co.uk/

Cyberbullying is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles

Defining cyberbullying In academic literature, cyberbullying is defined as 'an aggressive, intentional act carried out by a group or individual, using mobile phones or the internet, repeatedly and over time against a victim who cannot easily defend him or herself'

Although sharing many similarities with traditional forms of bullying, which include physical, verbal, and relational victimisation, cyberbullying is often treated as a separate type of behaviour for a number of reasons.

Firstly, cyberbullying requires the use of electronic media, such as a computer, smartphone, tablet or games console, therefore those involved need to have access to, and at least some understanding of technological communication. In some cases, it may be differential levels of expertise, such as having a greater knowledge of communication platforms, or a wider social network, which enable one person to cyberbully another.

Secondly, cyberbullying is not limited to a specific location, such as a school or club, therefore, victims can be targeted in any place, and at any time. Unlike traditional bullying, the home no longer represents a safe place. Cyberbullying can follow a victim, invading all aspects of their personal life, and allowing them little opportunity to escape.

Thirdly, many forms of electronic communication allow some degree of anonymity, which can mask the identity of the perpetrators, and make it difficult to respond to incidents. Whereas perpetrators of traditional bullying are able to see the reaction of the victim, those who cyberbully cannot, and may be less likely to feel empathy or guilt over their actions.

Lastly, cyberbullying is capable of reaching a far broader audience than more traditional forms of bullying. Initial incidents of cyberbullying, such as posting an embarrassing photo or video, can spread throughout social networks, traversing school and personal boundaries, and increasing the chance that others will join in with the bullying. That cyberbullying can happen anywhere, and involve multiple, potentially anonymous perpetrators, has made it particularly difficult for schools to know when and how to respond to incidents of cyberbullying

Responding to Cyberbullying

Most cases of cyberbullying will be dealt with through the school's anti-bullying policy and this must remain the framework within which incidents of bullying are investigated.

However, some features of cyberbullying differ from other forms of bullying and may prompt a particular response.

The key differences are:

Impact: the scale and scope of cyberbullying can be greater than other forms of bullying.

Targets and perpetrators: the people involved may have a different profile from traditional bullies and their targets.

Location: the "24/7 and anywhere" nature of cyberbullying.

Anonymity: the person being bullied will not always know who is bullying them.

Motivation: some pupils may not be aware that what they are doing is bullying.

Evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence. It is possible that a member of staff may be a victim and these responses apply to them too.

Support for the person being bullied

Offer emotional support; reassure them that they have done the right thing in reporting the incident.

Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent/guardian or a member of staff, such as the relevant RAO or HOY.

Advise the person 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 and social media accounts.

If hurtful or embarrassing content is being distributed, try to get it removed from the web.

If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it.

Alternatively, contact the host provider and make a request to have the content taken down.

In some cases, the person being bullied may be able to block the person bullying from their sites and services.

Investigation

Members of staff should contact the RAO/HOY/Report on CPOMS in all cases

Staff and pupils should be advised to preserve evidence and a record of abuse: save phone messages, record or save-and-print instant messenger conversations, print or produce a screenshot of social network pages, print, save and forward to staff whole email messages.

If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: the local police or CEOP (http://www.ceop.police.uk/) Identify the bully.

Any allegations against staff should be handled as other allegations, following guidance in Safeguarding policy.

Confiscate mobile phone if appropriate.

Contact the police in cases of actual/suspected illegal content

Appendix 3

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send__module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational
- LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org

- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related