

Buckingham Preparatory School

'Together we nurture, we inspire, we achieve'



A8 – Anti Bullying and Cyberbullying Policy

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BUCKINGHAM PREPARATORY SCHOOL

ANTI BULLYING POLICY

Revised: September 2018 (to be reviewed in September 2019)

This policy applies to EYFS, Infants and Juniors

Buckingham Preparatory School policies

This policy should be read and adhered to in conjunction with the following Buckingham Preparatory School policies:

- Behaviour and Sanctions Policy
- Exclusions and Sanctions Policy
- Safeguarding and Children's Welfare
- Internet and E-Safety Policy
- Anti Radicalisation Policy
- Equal Opportunities Policy
- Staff Code of Conduct
- SEND and provision for Learning Policy

Buckingham Preparatory School considers applications for all places regardless of race, gender, colour, religion or disability.

Aims and Objectives (General)

All pupils, staff, parents and Governors of Buckingham Preparatory School (BPS) aim to work together to create a happy, caring, friendly, supportive and safe environment so that the pupils can learn in a relaxed atmosphere without fear of being bullied. The school encourages a respect for each person in the school community regardless of colour, race, creed or gender. We aim to enable each child to:

- (i) Develop self-esteem and confidence through praise and encouragement.
- (ii) Develop a positive attitude towards learning and the confidence to persevere.
- (iii) Treat other people with kindness and respect.
- (iv) Respect and value property and equipment.

In addition, this policy aims to ensure:

- pupils and staff are safeguarded in the real and virtual world
- pupils, staff and parents are educated to understand what cyberbullying is and what its consequences can be
- knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community
- we have appropriate measures to deal effectively with cases of cyberbullying

- we monitor the effectiveness of prevention measures.

Definition

Bullying can take many forms and overtones. On many occasions, an individual who differs from the norm is victimised. Bullying can be defined as being 'to tease, oppress, terrorise' (Cornell English Dictionary) or 'to intimidate with persistently aggressive or violent behaviour or by using threats of violence' (Penguin English Dictionary). In essence, it is when a child is exposed, repeatedly and over time, to negative actions on the part of one or more persons.

Bullying can be:-

Racial - in the form of racial taunts, graffiti or gestures.

Sexual/sexist - unwanted physical contact or sexually abusive comments.

Homophobic - because of or focusing on the issue of a person's sexuality.

Cyber - use of technology to abuse (*see detailed section on cyberbullying*)

Verbal - Name calling, sarcasm, spreading rumours, teasing.

Physical - pushing, punching, kicking, hitting, biting, gratuitous violence.

Emotional - excluding, isolation, tormenting, intimidation, extortion, ridicule

Cultural - clothing, country of origin, language spoken, ethnicity.

Religious - beliefs, practices.

On disability grounds - visual and auditory impairment, lack of mobility.

People can also be bullied because of their **gender**, if they are **adopted** or **looked after** by a carer

(This is not an exhaustive list).

Psychological Damage

Bullying usually involves activities which are intentional. Whatever form the bullying takes, the bully's intention is to exert power over the victim by making him/her feel unhappy, afraid or ashamed. This can cause psychological damage which may involve self harming, self loathing, changes in normal patterns of behaviour or even, in extreme cases, suicide. If necessary and appropriate, police will be consulted. Governors, parents, staff and pupils should be aware of the fact that there is bullying in every school. However, that said, it is critical to put into place measures which severely limit its occurrence.

Preventative Measures

Staff are aware of the fact that they act as role models and need to set good examples of behaviour in their dealings with pupils, colleagues and other adults. Acceptable standards of behaviour can be reinforced through assemblies and the curriculum. For example, during assemblies the 'Golden Rules' and the 'Behaviour Management Policy' are regularly endorsed. Moreover, careful supervision, especially at breaks, at times of movement by pupils around the school and at the beginning and end of school will lessen the likelihood of bullying taking place. Children should also be encouraged to let a teacher or adult know if an incident has occurred. They should not take a passive stance but should call for assistance immediately. Pupils should look out for others who may need assistance or who seek a friend to talk to. 'Achievement Assemblies', are also conducted on a regular basis when acts of citizenship are highlighted and pupils commended for their actions.

Staff are made aware through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, school will invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT)

Similarly, staff need to know that bullying can take place almost anywhere - at home, on the way to school, during lessons, in between lessons, at social events - not just in the playground.

The theme of 'Anti bullying' (covered at least termly) can also be raised in other subject areas. The obvious occasions would be during P.S.H.E.E lessons, circle time and assemblies but staff could employ projects, stories, drama and role play, interactive lessons, historical events, literature, drawing pictures and current affairs to get the message across.

The School's Behaviour and Sanctions Policy would also necessarily include actions and preventative measures to combat anti-social behaviour such as acts of bullying. This policy would necessarily dovetail with the Anti Bullying Policy.

Procedures

Allegations of bullying are always investigated. Initially, this may be done through informal means, such as discussing the issues with the children concerned. However, a child may wish to avoid a confrontational situation, so a member of staff may speak to a group of children in a very general way about unacceptable forms of behaviour. The emphasis is always on a caring and listening approach as bullies can also be victims, too. Teachers will normally resolve minor incidents such as name calling and teasing as they occur. Major incidents will be recorded in the Class Behaviour Folders (Orange) and in the Bullying Folders which is kept in the Heads office and is monitored by the Headteacher. In extreme cases, an Individual Behaviour Plan (IBP) would be used in order to track all aspects of a child's behaviour. In this way, patterns of behaviour can be identified.

If these measures are unsuccessful, then more formal methods will be used, such as the child being sent to the Headteacher. This could involve contacting the parents or guardians as well as the DSL being involved. Sanctions for the bully may include a playtime detention, or a report sheet - it depends on the severity of the incident. In exceptional circumstances, bullying may result in a child being suspended or excluded.

The School needs the support and co-operation of parents at all times. If a parent or guardian knows that a child has a problem, the parent or guardian should, in the first instance, discuss the matter with the class teacher. If this does not resolve the problem, the parent or guardian should contact the Headteacher who may involve the DSL. During the course of a meeting, an 'action plan' should be agreed upon, with the parent/guardian being given an opportunity of a follow-up meeting if the matter has not been resolved. After the incident has been investigated and dealt with, each case will be monitored to ensure that similar incidences do not occur again.

Staff should be made aware of the fact that their first priority is with the victim, not the bully. The victim should be removed to safety – the bully can be dealt with at a later date.

A bullying incident should 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.

Implementation

(i) School

The following measures will be taken when dealing with incidents:-

- Initially teachers will deal with issues through informal means and record the incidents in the class Behaviour Folders
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Then a bullying form (Appendix 1) is completed and filed in the Anti Bullying Folder in the Heads Office
- A clear account of the incident will be recorded and given to the Headteacher
- The Headteacher will interview all concerned and will record the incident
- Form tutors will be kept informed and if it persists, the form tutor will advise the appropriate subject teachers
- The DSL will be informed if needed
- The Pastoral Deputy will be informed
- parents will be kept informed
- punitive measures will be used as appropriate and in consultation with all parties concerned
- Bullying checklist to be completed by relevant staff member and signed off by the Headteacher

(ii) Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

(iii) 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 or guardians to help change the attitude of the pupil

(iv) The following disciplinary measures can be taken:

- official warnings to cease offending
- detention
- Individual Behaviour Plan

- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Pupils with special educational needs and disabled pupils

The School must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled pupils by excluding them from School for behaviour related to their disability.

The Headteacher should ensure that reasonable steps have been taken by the School to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the applying of the School's Behaviour Policy
- developing strategies to prevent the pupil's behaviour
- requesting external help with the pupil
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

CYBERBULLYING

What is cyberbullying?

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. Social network sites for young people also can provide new opportunities for cyber-bullying.
- **Online sexual harassment** may include non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including on social media; and sexual exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

School staff, parents and pupils of Buckingham Preparatory School need to work together to prevent cyberbullying and to tackle it whenever it occurs.

If staff have a safeguarding concern about a child or a child makes a report to them, they should follow the referral process as set out in the school's safeguarding policy.

Tackling cyberbullying

It is crucial that children and young people use their mobile phones and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils of Buckingham Preparatory School have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

The advent of the Internet adds a new dimension to the problem of bullying. Unlike other forms, cyberbullying can follow children and young people into their private spaces and outside school hours. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

It is important to note that Cyberbullies rarely remain anonymous and can generally be traced following their misuse of the Internet/mobile phone.

The use of mobile phones and social networking sites by children is prohibited within school. E-Safety is taught within PSHEE and Computing lessons, covering all the above and it is hoped that the children take full advantage of understanding and adhering to the advice given. Whilst we will support families where issues have occurred, it is however the responsibility of parents/guardians, to monitor and be aware of their own children's behaviour, outside of school.

Most cases of cyberbullying will be dealt with through the procedures already outlined in this policy.

The School has a duty to ensure that:

- teachers have sufficient knowledge to deal with cyber-bullying in school, including knowledge of the guidance outlined in Part 5 of the KCSIE 2018 document

- the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- all e-communications used on the school site or as part of school activities off-site are monitored
- staff and pupils alike are made aware of acceptable behaviour with regards the Internet, both inside and outside school. For example, the use of social networking services and other sites, so as not to harm others or bring the school into disrepute. See the *Internet and E-Safety Policy*.
- staff and pupils are protected as far as possible from cyberbullying, and are supported appropriately should an instance occur. See documentation from the DfE on Cyberbullying Advice - [Preventing bullying - GOV.UK](#)
- Internet blocking technologies are continually updated and harmful sites blocked
- they work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- children are not permitted to bring mobile phones to school
- they work with police and other partners on managing cyber-bullying.

Objectives of this Policy

- (i) All Governors, teaching and non teaching staff, pupils and parents should have an understanding of bullying.
- (ii) All Governors, teaching and non teaching staff should be familiar with the school policy on bullying and follow the correct procedures.
- (iii) All pupils and parents should be aware of the fact that the school possesses a policy on bullying and that there are procedures in place when an incident of bullying occurs.
- (iv) Pupils and parents should be assured that they will be supported when an act of bullying is reported.
- (v) The bully is made aware of his actions so that his/her behaviour is changed for the better.
- (vi) The whole school community should be aware of the fact that bullying, in any form, will not be tolerated at Buckingham Preparatory School.

Strategies for supporting victims of bullying

The following is a list of actions that would be followed to support and reassure victims of bullying.

- Reassure all children, especially a victim, that the school community cares about the welfare of all the children.

- Listen to the victim and his/her family.
- Reassure the child and family that appropriate action will be taken to protect the victim.
- Strengthen the atmosphere of trust to encourage continuing dialogue between the bully and school staff.
- Separate the bully from the victim.
- Make the victim aware of the fact that staff are keeping a close eye on him/her as well as the bully.
- Monitor the situation at regular and appropriate intervals.
- Through class discussions and assemblies reinforce the need for pupils to speak out against perpetrators of bullying.
- Encourage children to confide in adults such as teachers, classroom assistants, the school secretary, kitchen staff, the caretaker or peripatetic music staff.
- Teach children to be more assertive or more socially skilled.
- Encourage other children to be sensitive to, and supportive, of victims.
- Use curriculum opportunities to get the message across through assemblies, drama, role play, games and circle time (discussion groups).

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 of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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
- 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 at home
- is nervous and jumpy when a cyber message is received at home

- is bullying other children or siblings in which case, he/she may show the following characteristics:-
 - (i) Aggression - towards peers, teachers, parents and society at large.
 - (ii) A need to dominate others.
 - (iii) Using violence and, seemingly, finding it a pleasure.
 - (iv) Having little or no empathy with the victim.
 - (v) Carefully targeting the victim.
 - (vi) Finding it difficult to understand the implications of his/her behaviour.(This is not an exhaustive list).

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

This policy will be reviewed every three years in order to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Next Review: September 2019