

ANTI-BULLYING POLICY - WHOLE SCHOOL POLICY

Owner: KES
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1 Introduction

At Lady Eleanor Holles, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other. The School has a legal responsibility for duty of care for its pupils.

2 What Is Bullying?

- 2.1 Bullying is behaving with the intention of hurting another person (or group of persons), physically or emotionally, and is often motivated by prejudice against particular groups, including those with protected characteristics, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs, email etc.). Bullying results in pain and distress to the victim; it can lead to psychological damage. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. A bullying incident will be treated as a child protection concern in certain circumstances (see paragraph 5.8 below).
- 2.2 Cyber-bullying involves the use of a mobile device or the internet to harass, threaten, intimidate, exclude, impersonate, taunt or ridicule a victim. A cyber-bully can use text messaging, voice, images, video images, instant messenger, social networking sites, video hosting sites, chat rooms, email, etc. The bully may contact the victim directly or may send or post messages or images of the victim without their explicit consent.
- 2.3 Cyber-bullying can have far greater impact on an individual victim than other forms of bullying because it can be very intrusive. Cyber-bullies are able to invade their victim's personal space - whether they are at home or at school - anonymously and often continuously. The perpetrator of cyber-bullying has the ability to broadcast upsetting messages and images rapidly to a potentially huge audience, and to continue to do so repeatedly and over a long period of time. Sadly, cyber-bullying can therefore be relentless and inescapable for the victim.

- 2.4 Additionally, cyber-bullying potentially falls foul of a number of laws including those concerning harassment, threatening behaviour, defamation, malicious communications, and the dissemination of indecent images, offensive or obscene material. Online misconduct which takes place out of School - in holiday time as well as term time - but which affects pupils or staff can also be dealt with by the School.
- 2.5 Prejudice-based bullying because of a protected characteristic (see paragraph 2.1 above) is taken particularly seriously.
- 2.6 Methods of bullying can be:

Cyber	All areas of internet, such as email/ social media misuse/ threats by text messaging/ calls/ posts. Misuse of associated technology, i.e. camera & video facilities.
Physical	Pushing, kicking, hitting, punching or any use of violence or aggressive behaviour. Deliberately damaging or defacing property.
Sexual	Unwanted physical contact or sexually abusive comments
Verbal	Name-calling, sarcasm, spreading rumours, teasing, subtle comments, derogatory language.
Written	Writing unpleasant and derogatory comments, sometimes anonymously, that are intended to upset and unsettle the recipient.
Exclusive Behaviour	Adopting a policy of excluding someone from conversations and/or activities.
Peer Pressure	Pressure to conform.

- 2.6 Motivations for bullying can be:

Cultural	Focusing on different customs and practices.
Special Educational Needs / Disability	Verbal intimidation, name calling, specific physical comments/actions.
Emotional	Being unfriendly, excluding, social ostracism, tormenting (e.g. hiding books, damaging belongings, threatening gestures).
Homophobic	Because of, or focusing on, the issue of sexuality.
Racial	Racial taunts, graffiti, gestures.
Religious or other belief	Abusing aspects of a religion or other belief, its founding member, observances, practices.
Sex, sexual orientation or gender related	Taunts of a sexist or gender nature (including transgender etc.).

Home and/or other personal circumstance	E.g. Family circumstances such as adoption, or a child acting as a carer, pregnancy, matters connected to parents, marriage/civil partnership, or comparative wealth.
Age	Focusing on being younger (or older) and taking advantage of that.

2.7 All of these are intended to make the victim very unhappy and may cause great distress. Bullying is thus different in nature and severity from friendship issues, minor teasing and the ordinary give-and-take of school life.

3 Aims and Objectives

We aim:

- to provide a secure, positive and mutually respectful environment for everyone.
- to educate pupils, staff and parents to understand what bullying (including cyber-bullying) is and what its consequences can be.
- to explain why bullying and harassment occur and their impact on individuals and the school as a whole.
- to deal effectively with incidents of bullying when they arise, either in or outside school.
- to review and monitor regularly the effectiveness of the prevention measures.

4 Procedure

4.1 As with all cases of bullying, the School will deal with individual cases sensitively and appropriately. If a pupil feels that they have been a victim of bullying, the School will always listen to them and take their views seriously. In the Senior School, a pupil can talk to any member of staff (such as their subject teacher, their form tutor, their Head of Year or Deputy Head of Year, their Head of Section, the Deputy Head (Pastoral), who is the DSL or any of her Deputies (the Head of the Junior School, the Deputy Head of the Junior School, Head of Sixth Form and the Deputy Head of the Senior School), the school nurse or the L6 Cyber Mentors. In the Junior School, a pupil can also talk to any member of staff (such as their Form Tutor, a teacher, a teaching assistant, the School secretary, the Head or Deputy Head of the Junior School, the school nurse).

4.2 Similarly, if a pupil has been a witness to bullying, it is their duty to report it. If a pupil makes an allegation about bullying, the member of staff who receives the allegation must take any notes as soon as they can and pass them on to the relevant Head of Section, the Head of the Junior School or the Deputy Head (Pastoral). No pupil will be punished for making an allegation in good faith.

- It is vital that all members of staff who hear of bullying or who suspect that it is taking place, either in or outside school, should report this to the Form Tutor, Head of Year and the appropriate member of the Senior Management Team. Pupils should tell a member of staff, who will then inform the appropriate member of Senior Management, the Head of Year and the Form Tutor.
- Staff and pupils should be advised to preserve electronic evidence and a record of abuse; save and record phone messages, record or save and print instant messenger conversations, print off or produce a screen shot of social networking site pages, print save and forward to a member of staff whole email messages. Copies should be made in case evidence is later deleted from the original source.
- A member of staff should ascertain whether the victim has responded to the

bullying, and record evidence of any response, making sure the victim understands that there should be no retaliation.

- The bullying behaviour or threats of bullying will be investigated so that the bullying may be stopped as quickly as possible.
- The School may take steps to try to identify an anonymous bully who may have targeted the victim in writing or on line. This may include examining handwriting, School system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police if necessary.
- Additionally, where images are involved contact may need to be made with the local police (where there is a case of actual/suspected illegal content) or CEOP (Child Exploitation and Online Protection).
- Those involved in cyber-bullying may be asked to remove any material deemed to be inappropriate from the public domain.
- The School reserves the right to search any files or other material contained on personal electronic devices brought into the School. Such searches may be carried out where the pupil is reasonably suspected of being involved in cyber-bullying or where the pupil is reasonably believed to be storing pornography or any other inappropriate material on such a device.
- A personal mobile device may need to be confiscated so that checks can be carried out and inappropriate content can be captured and/or deleted. Such checks will be carried out in the presence of the pupil who can assist in identifying the offending material. Parents will be informed if such a search is deemed necessary. **If the material is of particular concern, the School reserves the right to forward the device and/or material to the appropriate authorities as further action or investigation may be appropriate.**
- A pupil suspected of cyber-bullying may have their internet access suspended and have their access to mobile devices restricted whilst at School.
- Incidents will be recorded by the Head of Section /Head of Junior School and the Head Mistress, Mrs Hanbury, will always be informed.
- An attempt will be made to help the bully (bullies) change their behaviour.
- Support will be provided as appropriate for the victim and the bully.
- Where appropriate, specialized skills may be required to understand the needs of pupils.

4.3 There is also another aspect to bullying - bystander bullying; laugh at it and you are part of it. If you pass on the malicious message or image, you are engaging wilfully in bullying and could be committing a criminal offence.

5 Outcomes

5.1 Mediation between the parties will be undertaken and the bully (bullies) asked to apologise genuinely.

5.2 Sanctions will be considered and implemented in line with the school's Policies to Promote Good Behaviour. Sanctions will reflect the seriousness of the incident(s) and may include, for example, report/ detention and community service.

5.3 Parents of both the bully and the victim will normally be contacted and the issues discussed with them.

5.4 In serious cases, suspension or even exclusion will be considered.

5.5 If possible, the pupils will be reconciled.

- 5.6 After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Any retaliation by the bully, due to the victim reporting the incident, will be seen as an aggravating factor
- 5.7 Through the pastoral system, support will be given to victims of bullying, and the perpetrator, as deemed necessary. This may include a recommendation to see the school counsellor, or contact with external agencies. Amendments may be made to the school's PSHE provision and Form Time programme, as necessary.
- 5.8 Staff are aware that any type of bullying behaviour (including cyberbullying, prejudice-based and discriminatory bullying) may also constitute peer on peer abuse. A bullying incident including peer on peer abuse will be treated as a child protection concern and therefore warrant a response under safeguarding as well as, or instead of, anti-bullying procedures when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the procedures contained in the school's Safeguarding (Child Protection) Policy will be followed.

6 Prevention of Cyber-Bullying

- 6.1 The best way to deal with cyber-bullying is to prevent it happening in the first place. We aim to do this by educating pupils and staff (and parents) about the impact of cyber-bullying and the ways in which it differs from other forms of bullying.
- We promote the safe and responsible use of technology and encourage pupils to view technology in a positive manner, both educationally and socially.
 - All staff and pupils are made aware of their responsibilities regarding their use of IT and all users of the School computer system sign an acceptable use policy on an annual basis.
 - All individuals are made aware that they will be held personally responsible for material they have placed on a website, that their internet activity on the School system may be monitored, and what the sanctions for misuse will be.
 - It is also made clear that misconduct outside School may be subject to School discipline if the welfare of other pupils or the culture or reputation of the School is placed at risk or brought into disrepute.
 - We encourage all members of the School community to treat one another with respect, courtesy and sensitivity.
 - We facilitate a culture of open communication between staff and pupils so that concerns can be reported without fear of reprisal or judgement. Pupils are encouraged to see that asking for help is the right thing to do, and shows strength and good judgement.
 - In the Senior School L6 Cyber Leaders work with different year groups throughout the School promoting cyber-safety strategies and encouraging pupils to be aware of their online behaviour. They also provide a peer mentoring service whereby pupils are encouraged to come and discuss any concerns or issues they have relating to cyber-safety and their use of digital technologies. The work of the Cyber Leaders is overseen by the Digital Safety Coordinator. We publicise to all members of the School Community the ways in which cyber-bullying can be reported. We provide information on external reporting routes e.g. by mobile phone company or internet service provider, Childline, NSPCC, BeatBullying, CEOP, etc.
 - We organise talks by external speakers for parents to understand the risks and improve their digital awareness.

6.2 These ideas are discussed throughout the school, as appropriate, in PSHE, Assemblies, in a variety of lessons and by Form Tutors.

7 Guidance and Training for Staff

7.1 All new teaching staff must receive a copy of the Anti-Bullying policy as part of their induction.

7.2 Training will be provided for all staff as appropriate in order to ensure that the principles of the policy are understood, and if necessary specialised training will be delivered in order to better understand specific needs (e.g., transgender or LGBTQ+ pupils).

7.3 Any member of staff who comes across an incident should take immediate action to defuse the situation. The Form Tutor and/or Head of Year and/or a member of the Senior School Senior Management Team/Head of Junior School should speak to those involved, attempt to establish what has happened. Details of the bullying incident must be recorded on CPOMS by the Head of Section/member of the Senior School SMT/Head or Deputy Head of Junior School as applicable. (Prior to CPOMS, details were recorded on SIMs and collated by the relevant member of the Senior School Senior Management Team/Head of Junior School at the end of each term and kept in a central file in the Head Mistress's Personal Assistant's office).

7.4 The centralised records enable senior staff to evaluate the effectiveness of the approaches adopted, identify patterns, and to take actions to reduce the incidents of bullying if required and from September 2019 a report will be run on CPOMS by the DSL and presented to a meeting of the Senior Management Team at least once a term for discussion and review accordingly.

7.5 The victim can sometimes be someone who is vulnerable in one way or another. It may be someone who is new to a class or the school; who is different in speech, appearance or background; who suffers from low self-esteem; or who is anxious or nervous.

7.6 A bully may also suffer from low self-esteem and victimising someone else can be a symptom of this. Bullies may be strong and physically large which makes them feel powerful or they may try to manipulate in other ways.

7.7 Bullying is most likely to take place in areas of the school which have least supervision or when students are left by themselves, e.g., on the school coaches. It is important to be especially vigilant when on duty during break and lunchtimes. Form Tutors should watch their forms and make themselves aware of any possible problem areas. Subject staff should be conscious of which students tend to sit alone or are ignored when groups or teams are chosen. Once bullying is suspected, it is important to organise group activities in such a way that further opportunities for this kind of behaviour are minimised.

8 Signs and Symptoms

8.1 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
- doesn't want to go on the school / public bus
- begs to be driven to school

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- 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 continually "lost" money
- 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

8.2 These signs and patterns of behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

8.3 Examples of cyber-bullying include:

- Using chat rooms, message boards, online personal polling sites, blogs or social networking websites such as Facebook and Instagram to be critical about people by posting offensive comments about them
- Harassment or 'cyber-stalking' by repeatedly sending unwanted texts, emails or instant messages
- Posting private information or images of other people on websites without their permission
- Using mobile phone cameras to cause distress, fear or humiliation e.g. 'happy-slapping'
- Making threats or being intimidating via e-technology
- Encouraging exclusion or peer rejection via e-technology
- Malicious use of online gaming sites, consoles and virtual worlds
- The use of 'joke websites' that create, for example, authentic looking newspaper articles about individuals
- Hijacking or cloning email accounts or impersonating someone via e-technology
- Being a bystander who passes on or shows to others images designed to humiliate
- Being a bystander who takes part in online polls or discussion groups that cause distress to someone else
- Using others' phones, devices and purporting to be the owner.

8.4 Some features of cyber-bullying differ from other forms of bullying:

- IMPACT - the scale and scope of cyber-bullying can be greater than other forms of bullying
- TARGETS & PERPETRATORS - the people involved may have a different profile to traditional bullies and their targets
- LOCATION - the 24/7 and anywhere nature of cyber-bullying

- 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 of cyber-bullying and the responses outlined in this policy apply to them, too

Related Policies

- Policies to Promote Good Behaviour (Senior and Junior)
- LDD (including SEN)
- Equal Opportunities (Pupils)
- PSHE Schemes of Work
- Acceptable Use of IT Policy for Senior/Junior Pupils (as applicable)
- IT Acceptable Use Policy (Staff)
- Safeguarding (Child Protection) Policy
- Digital Safety Policy