



## **ANTI-BULLYING POLICY (INCLUDING CYBERBULLYING)**

### **Policy on Anti-Bullying**

The School takes seriously its obligation to ensure that pupils and staff enjoy a safe working environment and to support the values of equality, diversity and inclusion. It believes that all people in the School community have the right to learn and teach in a supportive, caring and safe environment without fear of intimidation or being bullied. Every individual in school has the duty to report an incident of bullying whether it happens to themselves or to another person.

### **The Objectives of the Policy**

To promote a positive school culture of mutual respect and courtesy; To ensure students feel safe and understand what constitutes bullying behaviour; To reassure parents that acts of bullying will be addressed professionally, effectively and sensitively; To raise staff awareness of forms of bullying; To establish clear guidelines and effective strategies to prevent and deal with cases of bullying in the school.

### **What is bullying?**

Bullying may be defined as *'unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time'*. ([www.stopbullying.gov](http://www.stopbullying.gov))

Bullying may take many forms and include...

- Cyber – the use of electronic communications including email, mobile phones, text/multi-media messaging, photographs/video, online profiling, websites, social networks, instant messaging; all with the intention to frighten, embarrass and/or harass
- Disability – because, or focusing on the issue, of disability
- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Homophobic – because, or focusing on, the issues of sexuality, use of homophobic language
- Physical – pushing, kicking, hitting, punching or any use of violence inflicted on another individual
- Racist/Cultural/Religious – racial, cultural or religious taunts, comments or gestures
- Sexual – sexually abusive taunts, comments or gestures
- Verbal – for example, persistent name calling, sarcasm, spreading rumours, teasing
- Gender – because, or focusing on the issue, of gender
- Intimidation
- Child on child abuse

### **Why is it Important to Respond to Bullying?**

Bullying hurts and damages the victim. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Individuals who are bullying need to learn different ways of behaving.

We all have a responsibility to respond promptly and effectively to issues of bullying.

### **Signs and Symptoms**



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A pupil may indicate, by signs or behaviour, that s/he is being bullied. Adults should be aware of these possible signs and should investigate if a pupil:

- is anxious about their journey to or from school
- changes his/her usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- has difficulty sleeping
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money, 'loses' 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 is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- changes in academic performance
- visiting the nurse regularly

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. There **may be no signs of bullying** also.

### What is cyberbullying?



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Cyberbullying is “the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else”.

Given the particular nature of this form of bullying and the fact that the victim and bully do not have to be in close proximity for the bullying to take place, tackling cyberbullying can present particular challenges.

- Its scale and the scope of its impact can be greater;
- the act of bullying can be remote given that its perpetrator and victim are physically separate;
- the cyberbully has a long reach and can easily carry out ‘cyberstalking’;
- the bullying can be more intense – 24/7;
- defamatory material can be easily published to a wide audience.

The particular forms of cyberbullying can include any of the following:

- harassment or cyberstalking;
- defamation or vilification (intentional false communication, either written or spoken, that harms a person's reputation);
- impersonation;
- unauthorised publication of private images;
- manipulation;
- peer rejection.

Technology allows the user to bully anonymously or from an unknown location, twenty-four hours a day, seven days a week. Cyberbullying leaves no physical scars so it is less evident to a parent or teacher, but it is nevertheless highly intrusive and the hurt it causes can be very severe.

There are many different methods by which cyberbullying takes place. The following list is not exhaustive; the development of information and communications technology is so rapid that new styles of cyberbullying are emerging constantly. Moreover, young people are particularly adept at adapting to new technology.

1. **Picture/video clips via mobile phone cameras:** images sent to others to make the victim feel threatened or embarrassed
2. **Mobile phone calls:** silent calls or abusive messages; stealing a victim’s phone and using it to harass others, making them believe that the victim is responsible
3. **Emails:** threatening or bullying emails, often sent using a pseudonym or somebody else’s name
4. **Chatroom bullying:** menacing or upsetting responses to children or young people when they are in a web-based chatroom
5. **Instant/direct messaging:** unpleasant messages sent while children conduct real time conversations online using services such as Whatsapp, Snapchat
6. **Bullying via websites:** use of defamatory blogs, personal websites, online personal ‘own web space’ and social media

### The School’s Expectations in Respect of Cyberbullying



## **ANTI-BULLYING POLICY (INCLUDING CYBERBULLYING)**

Cyberbullying, even more so than other forms of bullying, throws up many challenges for schools in a world which is increasingly digital. The School has clear expectations in respect of the use of information and communication technology (see Acceptable Use Policy) and, where possible, will tackle incidents of bullying and cyberbullying in order to prevent them escalating and causing serious damage to individuals, the broader school community and the School's reputation. It must, however, be acknowledged that much cyberbullying takes place beyond the confines of the School and over which the School has no control or jurisdiction.

All pupils are expected to adhere to the following expectations.

1. Pupils must not behave in a way or use information and communication technology, both inside and outside school, to engage in any activity that is intended deliberately to upset another person, to bully or defame.
2. Pupils should not participate in activities as 'bystanders' or accessories such as taking part in online polls or discussion groups where individuals are the object of defamation or vilification.
3. Any pupil engaging in bullying or cyberbullying in any of its forms, whether or not the behaviour takes place on the School premises, can expect to be subject to the School's full range of disciplinary sanctions. This may include permanent exclusion from the School.
4. All pupils are expected to collaborate fully in any enquiry the School may need to conduct regarding bullying and/or cyberbullying. This may relate to a pupil's use of ICT both in and out of school where there is reasonable belief that cyberbullying has taken place and that this will assist in bringing an end to such activity.

### **Procedures**

Whilst staff/student relationships, staff awareness, presence, duty rotas and the physical layout of school should help limit the incidences of bullying, the following procedures should be followed:

1. All incidents of bullying should be reported to the appropriate Head/Deputy Head of the Primary and Senior Schools.
2. In cases of serious bullying a written record of the report will be made with written records kept of the follow up investigation on the MIS. Interviews should be conducted with two members of staff present.
3. If judged to be appropriate parents will be informed and will usually be asked to come in to a meeting to discuss the problem and its resolution.
4. If necessary and appropriate, police may be consulted.
5. The bullying behaviour or threats of bullying will always be investigated and, where found to be proven, will be tackled quickly with a view to stopping the bullying behaviour.
6. An attempt will be made to help the bully change his/her behaviour.
7. The behaviour of bullies and the safety of victims will continue to be monitored by a senior member of staff following resolution of the original issues.
8. Parents are asked to keep the school and staff informed of any concerns, and to encourage their child to report any incidents immediately to an appropriate member of staff.

### **Outcomes**

1. The bully (bullies) may be asked to apologise with sincerity. The full range of disciplinary sanctions outlined in the School's Behaviour Policy may be applied. Bullying in all its forms will be considered to be a serious disciplinary matter.
2. In serious cases exclusion, either temporary or permanent, will be considered.



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3. If possible, the pupils will be encouraged to be reconciled.
4. Pupils who are victims of bullying will receive support from pastoral staff to rebuild confidence and self-esteem and to ensure that they feel safe.
5. Support given to the bully to reflect on why they have bullied and working with them to rectify their behaviour.
6. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### Prevention

The School's **PSHE** and pastoral programmes focus on the issues surrounding bullying in all key stages every year. As part of the e-safety programme, led by the School's E-safety Coordinator (ESC), awareness of safety on the internet is emphasised in teaching programmes as are ways of keeping safe on the internet. Primary School also run an Anti-Bullying week each year.

Teaching staff receive **training** in the identification of students at risk and the means of dealing with incidents as part of Safeguarding training. E-safety **training** for pupils, parents and staff is also provided by outside organisations, alongside **PSHE** lessons across the whole school and tutor time activities in Senior School. In the Primary School playground, buddies may be deployed to support others, encouraging inclusion and interaction for specific children. In addition, in the Primary School a child may be linked with a class buddy.

Students can talk to their class teacher, teaching assistant, form tutor, Head of Key Stage, subject teacher, a member of Senior Leadership, the office staff or the counsellor if they have concerns about bullying. Students can feel confident that any of the above will listen to their problem. Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their tutor/class teacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents to help change the attitude of the pupil

Responses will vary depending on the nature of the incident but may include a report card, use of a behaviour agreement contract, formal recording, monitoring by class teachers/tutor/Head of Key Stage, exclusion

### How can parents help?



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1. Show a real interest in your child's social life and in school events.
2. A great deal of bullying is cyber-bullying. Regular monitoring of your child's use of social media helps.
3. Encourage your child to have friends round, to join clubs and to be tolerant and broad minded towards others.
4. Build up your child's self-esteem by emphasising positive features and accepting individual characteristics.
5. Discuss the School's anti-bullying policy with your child and suggest positive strategies if his/her rights are abused.
6. Do not tell your child that bullying is part of growing up or imply that it is in any way acceptable.
7. Encourage your child to take action on bullying, but do not tell him/her to retaliate either physically or with name calling.
8. Show an example by being firm but positive and not aggressive in your approach to discipline.
9. Confront the possibility that your child may be a bully. If the School contacts you suggesting that your child may have been involved in bullying, try not to go on the defensive or to find excuses for the bullying behaviour. Work constructively with the School to find a solution to the problem.
10. If your child is being bullied, please report it; the School can then take action.

### Help organisations in the UK:

Advisory Centre for Education (ACE)	+44 (0)808 800 5793	
Children's Legal Centre	+44 (0)845 345 4345	
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	+44 (0)845 1 205 204	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Parentline Plus	+44 (0)808 800 2222	
Youth Access	+44 (0)20 8772 9900	
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>	
Place2Be	<a href="http://www.place2be.org.uk">www.place2be.org.uk</a>	
Kooth	<a href="http://www.kooth.com">www.kooth.com</a>	

### Help organisations in Italy:

[www.bullismo.it](http://www.bullismo.it)  
[www.stopalbullismo.it](http://www.stopalbullismo.it)  
[www.bullismo.info](http://www.bullismo.info)  
[Bullismo e Cyberbullismo - Miur](#)

### Related Policies:

AUP  
Behaviour Policy  
Behaviour Management Policy  
Curriculum Policy  
Equal Opportunities Policy  
Safeguarding Policy



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### **Acknowledgment**

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