

ANTI-BULLYING POLICY

This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website

In the City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to students on placement, contractors, agency staff, volunteers, the Trustees and Board of Trustees.

Legal Status:

- Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Prepared with reference to: [Preventing and Tackling Bullying \(July 2017\)](#), [Cyberbullying: Advice for Principals and school staff \(DfE- November 2014\)](#), [Advice for parents and carers on cyberbullying \(DfE- November 2014\)](#) and [School support for children and young people who are bullied \(DfE- March 2014\)](#), [Section 89 of the Education and Inspections Act 2006](#), having regard to the [Equality Act 2010](#), [Public Sector Equality Duty](#) and [Keeping Children Safe in Education](#)

Related documents:

- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, What to do if you are Worried
- Safeguarding - Child Protection Policy Positive Behaviour Management Policy, The School Values
- e-Safety Policy including ICT Acceptable Use, Cyber-bullying, Mobile Phone and Camera Policy
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship Social, Moral, Spiritual and Cultural Development (SMSC), Single Equalities Policy and Social, Moral, Spiritual and Cultural Development (SMSC)

Applies to all activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site and is inclusive of those all staff (teaching, support and agency staff), Pupils on placement, contractors, the trustees and volunteers working in the school.

Designated Member of Staff responsible for Anti-Bullying: The Member of Staff with overall responsibility for Anti-bullying in the whole school is Alicja Emmett (Headteacher), who also has oversight of Pastoral Care at the school including Behaviour Management.

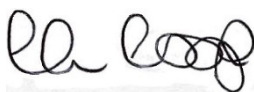
Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Headteacher. All reported incidents of bullying to be recorded and investigated. Where bullying is of a racist nature, the school will report this to the Local Education Authority using a Racial Incident Report Form. Incidents and levels of bullying will be reviewed regularly and reported to Trustees termly, or as requested. The Trustees will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: July 2020
Date of Next Review: July 2021
Version No. 2
Policy No. 8:001



Alicja Emmett
Headteacher



Claire Cooper
Chair of Trustees and Safeguarding Trustee

Statement of Intent: The City of Rochester School's Anti-bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. We are committed to providing a caring, friendly and safe learning environment where all pupils feel safe and respected. Bullying of any kind is unacceptable, including peer on peer abuse. If bullying does occur, everyone in our community is required to report it. All incidents will be fully investigated and dealt with promptly and effectively. All pupils are made aware of what to do if they are being bullied and posters are displayed throughout the school. It also considers the DfE statutory guidance "keeping Children Safe in Education" 2018.

In publishing this policy we aim to:

- ensure all members of our school feel safe, valued and respected, have positive feelings about themselves and the school, being able to participate in all aspects of school life, wanting our school always to feel like a second home for our pupils and to develop and maintain a school culture that challenges bullying and bad behaviour and supports everyone in learning how to behave well with each other and those beyond our school community;
- teach our pupils how to treat each other with respect;
- enable pupils to understand if they are bullied to encourage them to report it and to give them strategies to be able to deal with these situations, wherever they may occur and to support the bully by explaining what happened, establishing the concern of effecting change.

Objectives: Trustees, the headteacher, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and understand and implement the school's anti-bullying policy. We take bullying very seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will always be confronted. We will provide support for pupils who are accused of bullying as they may be experiencing problems of their own. We will also reduce and eradicate wherever possible, instances in which pupils are subject to any form of bullying.

Where there is 'reasonable cause to suspect that a child is suffering or is likely to suffer 'significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Also, staff should discuss with the School's Designated Safeguarding Lead and report their concerns to their local authority children's social care and work with them to take appropriate action. However, external support can be given to pupils whether or not it is deemed a child protection concern.

A bullying incident is treated as a child protection concern even where safeguarding is not considered to be an issue. Our school draws on a range of external services to support the pupil who is experiencing bullying or to tackle any underlying issues which has contributed to a child engaged in bullying. Where this is the case, the school reports its concerns to The Medway Children's Social Care (CSC) and the Multi Agency Safeguarding Hub (MASH) for Children at Risk and Children in Need / Early Help / Intervention and Assessment Services, whose contact details are: Office hours Telephone: 01634 334466 Out of Hours Team Telephone (5.30pm to 9.00am and weekends): 03000 419191.

What is bullying? Bullying can be defined as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our school's first priority, but emotional bullying can be more damaging than physical; we make judgements about each specific case. Bullying involves an imbalance of power between perpetrator and victim. This can involve perpetrators of bullying having control over the relationship which makes it difficult for the victim to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological, derive from intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate. This result in the intimidation of a person through the threat of violence or by isolating them physically or online.

Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Our School ensures early intervention to help set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. *Keeping Children Safe in Education* (2016) defines bullying as a form of 'peer abuse'.

Bullying can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them*, being unfriendly, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups, play/discussions etc, refusal to follow staff instructions, or malicious rumours, e-mails or text messages
- *Physical harm or its threat including the abuse of personal property* – jostling, fighting, pushing, kicking, hitting, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatened use of weapon, intimidation through physical gestures and actions.
- *Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences and so on.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - Bullying directed towards people who are openly gay, bisexual, or perceived as gay. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, sensitivity and positive support is required for victims.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
- *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- *Written* – spreading rumours, writing or printing unkind or malicious on paper.

E-Safety - Cyber-Bullying Preventative Measures. Please refer to the 'e-Safety including Cyber Bullying and Acceptable Use Policy' Also please refer to Appendix 4: Cyberbullying, of this policy:

In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. To support our parents/carers in their education of online safety, the school provides parents with access to online safety training. We expect all pupils to adhere to the safe use of the internet as detailed in our e-Safety Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy on the use of technology within the school setting and beyond is understood and respected by staff and it is important the Pupils and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with our main safeguarding policy (please refer to Safeguarding Child Protection policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's e-Safety policy that references permissions/restrictions and agreed sanctions. The school's e-safety policy also delineates detail into the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy). The policy also details how the school builds resilience in its pupils to protect themselves and their peers through education and information. Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding policies). There are reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or

escalated (please refer to e-safety policy including ICT acceptable use policy). The management of all personal data is in line with the General Data Protection Regulations (GDPR) statutory requirements.

Bullying and Autism: Children with an autism spectrum disorder (ASD) have difficulty 'reading' social situations. They find it hard to predict other people's behaviour and to interpret body language and expressions to guess what they are thinking/feeling. It is difficult for children with an ASD to understand other people's intentions and makes them an easy target for bullies. It also makes it difficult to communicate. 40% of parents nationally (NAS Survey 2009) who have a child with autism say their child has been bullied. Bullying is often under-reported. Staff should therefore treat increased anxiety or not wanting to participate as potential indicators of bullying. Pupils with autism are often more able at logical tasks, including ICT, than they are at understanding social situations. This can leave people on the autistic spectrum at risk of cyber bullying through mobile phones and social networks.

Due to theory of mind impairment, most pupils with autism have very little understanding of the feelings of others and it is therefore difficult to be sure that the behaviour was 'deliberately hurtful'. Young people with autism can make direct remarks but have no intention of causing harm. Such comments cannot be considered as bullying, but they need to be addressed so the pupil learns about the impact of their remarks and how to interact more appropriately. Bullying hurts and can have a long-term and serious impact on a young person's life and well-being. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. All schools have a responsibility to respond promptly and effectively to issues of bullying.

Roles and Responsibilities

Responsibilities of the Trustees and Headteacher. These are to:

- ensure that the school policy is annually reviewed and conforms to relevant law and guidance, oversee the implementation of the policy with reference to the health and safety of children, young people, staff and the school's Safeguarding Policy; make recommendations about any amendments; ensure staff understand and abide with this policy, receive appropriate professional development and local procedures are followed; with parents/carers are kept fully informed;
- ensure the ethos of a caring, respectful and safe environment is evident throughout the school;
- scrutinise data reporting on bullying; ensuring it is reviewed at every Board Meeting; is shared with SLT and whole school at half-termly meetings

The Responsibilities of the Designated Safeguard Lead are to:

- oversee the implementation of the policy, including inclusion in induction and ongoing training for staff, volunteers and pupils on placement and to ensure the ethos of a caring, respectful and safe environment is evident throughout the school;
- ensure effective joint working with other agencies and make recommendations to Trustees for any amendments;
- ensure appropriate learning opportunities, regarding bullying, are delivered to pupils;
- oversee the monitoring and investigation of all allegations of bullying, ensuring parents are informed and that appropriate interventions are put in place. And analyse data and report to Headteacher on incidents of bullying.

The Responsibilities of Staff are to:

- notify the Headteacher and DSL of incidents of bullying and to follow the appropriate school procedures;
- ensure all staff are well supported and have the opportunity for post incident debriefing;.
- have a duty of care that requires them to act in the young person's best interest and to treat all young people we support fairly, with respect and understanding and enable pupils to have a duty to report any concerns about practice to the Headteacher, or if appropriate to the trustees;
- respond to all young people in a calm and positive manner and value every young pupil, even if their behaviour needs a high level of support;.
- provide positive role models to all pupils ensuring that their behaviour reflects the good practice of the school.
- enable and support pupils to understand what bullying is; how it may affect them and others and how to manage challenging situations;
- work with their team, staff in other settings, pupils, parents and carers to ensure that strategies are developed together and that there is continuity of approach and accurately record data on a daily basis on the School Behaviour Log.

The Responsibilities of Pupils are to:

- respect those around them and treat them as they would wish to be treated;
- follow the School's rules and working with staff to further develop rules and report incidents of bullying.

The Responsibilities of Parents and Carers are to:

- keep the school informed about concerns, problems and family circumstances which may affect their child's behaviour or wellbeing and work with staff to plan and implement individual support plans to recognise and combat bullying behaviours

EVERYONE – to be aware of the signs and symptoms of bullying – see Appendix 2

Criteria for Success: Pupils are able to demonstrate an awareness of what bullying is and what to do to stop it. Staff understand and abide with this policy. Analysis of data shows a decrease in reported incidents of bullying.

Anti-Bullying Procedures: All pupils are made aware of what bullying is, what to do if they are being bullied. This is an ongoing cross-curricular theme addressed in assemblies and pastoral sessions. Pupils are encouraged to report bullying incidents to staff. Staff will record and investigate all incidents of reported bullying promptly which are logged and action on CPOMs. All parents whose children are involved will be informed and, in serious cases, will be asked to come into a meeting to discuss the problem. If necessary and appropriate, police will be consulted. Where necessary interventions will be planned to help bullies understand the impact of and change their behaviour. Interventions will be planned to enable pupils to recognise what bullying is and to develop strategies to overcome it. Short and longer-term monitoring will be used to ensure that strategies to overcome a bullying incident have been successful.

Supporting the Victim of Bullying (including Peer on Peer Abuse): It is essential that all individuals who have experienced bullying are provided with timely and appropriate support. This may include one or more of the following:

- active listening, providing advice and guidance by named pupil/staff member;
- assertiveness training and support to enable the pupil to understand the difference between being assertive and bullying behaviours;
- regular checks with the pupil regarding their well-being and providing continuous support which could be in the form of formal counselling, engaging with parents/carers;
- working towards restoring self-esteem and confidence and possibly using external support agencies where appropriate and
- providing appropriate education and support regarding on-line safety

Supporting the Bully (including Peer on Peer Abuse): It is essential that the perpetrator is also supported appropriately as he/she may be experiencing difficulties that the staff are unaware of. This may include one or more of the following:

- discussing what happened, establishing the concern and the need to change and informing parents/carers to help change the attitude and behaviour of the child, providing appropriate education and support regarding their behaviour or actions;
- if online, requesting that content be removed and reporting accounts/content to service provider;
- sanctioning in line with school behaviour policy; this may include warnings, removal of privileges (including online access when encountering cyberbullying concerns), internal exclusions and in extreme cases fixed-term or permanent exclusions
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help or Child and Adolescent Mental Health Services or similar.

Outcomes: The bully (bullies) may be asked to genuinely apologise. Restorative justice strategies may be used. Other consequences may take place. In serious cases, the use of sanctions may be deployed (see behaviour policy). If possible, the pupils will be reconciled. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not recur.

Prevention: We will use the following methods for preventing bullying:

- school rules, collaboratively writing, agreeing and signing of a behaviour contract;
- social stories about bullying and displaying signs saying what to do if pupils are worried, upset or being bullied;
- the curriculum inclusive of Personal Social Health and Economic Education (PSHEE);

use of pupil data base to record suspected incidents and if necessary passed to Designated Safeguarding Lead and having pupil behaviour as a standard agenda item on the Pupil Council and discussing bullying incidents as part of the weekly Keeping Children Safe in Education meetings;

- nominated trustee to meet with pupils and staff training – continuous professional development.

Equality Impact Assessment: This document forms part of our commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

Appendix 1 – Homophobic (lesbian, gay and bisexual) and Transgender Bullying

What is homophobic and transgender bullying?: Homophobic and transgender bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of a perceived or actual sexual orientation. They do not have to be a gay, bisexual or transgender person to experience homophobic or transgender bullying. The main factors that influence whether or not a person is a target are:

- people perceiving them to have a particular sexual orientation, because they fit gay or bisexual stereotypes based on a societal bias involving traditional gender roles or traits that are inaccurate;
- defending the civil rights of sexual minorities; having gay, bisexual or transgender friends, parents or family;
- being perceived as being different to their peers or those in the local community and
- the child displaying the bullying behaviour knowing such attacks will damage the other pupil emotionally.

How might Homophobic and transgender bullying be displayed?: Like all forms of bullying, homophobic bullying can occur in different ways such as emotional, verbal, physical or sexual. Some of the more common types of behaviour may include:

- verbal bullying and being compared to celebrities/caricatures/characters that portray particular stereotypes; indirect bullying/social exclusion or being 'Outed'; physical bullying (being hit, pushed or kicked) and sexual harassment.

Appendix 2 – Signs and Symptoms: A child or young person 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 around school, is frightened to say what's wrong and is afraid to use the internet or mobile phone and is nervous and jumpy when a cyber message is received.
- doesn't want to travel in minibus/school transport and begs to be driven to school; changes their usual routine;
- is unwilling to go to school (school phobic) and begins to truant; becomes withdrawn anxious, or lacking in confidence and/or starts stammering; begins to do poorly in school work
- attempts or threatens suicide or runs away and/or cries themselves to sleep at night or has nightmares; feels ill in the morning; stops eating;
- comes home with clothes torn or books damaged or has possessions which are damaged or "go missing", has unexplained bruises/injuries and is evasive with explanations 'why';
- asks for money or starts stealing money (to pay bully) or has monies continually "lost";
- becomes aggressive or disruptive and is bullying other children or siblings;
- gives improbable excuses for any of the above;

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

Appendix 3: Step-by-step guide if bullying incident occurs:

- The member of staff who first becomes aware of the bullying must talk to the victim to establish the full facts and also establish how the victim is feeling.
- All incidents of bullying must be recorded on CPOMs. If the incident is considered serious or is part of a repeated pattern it must be immediately reported to a member of the SLT.
- A meeting should be arranged between the victim and perpetrator/s. This may be difficult for some pupils, but every effort should be made to enable this. At this meeting the emphasis is not to attribute blame but is to encourage the people involved to resolve the situation and attempt to prevent reoccurrence. The pupils involved should be encouraged to take

on the responsibility of solving the problem with the member of staff encouraging and giving positive responses. The aim is not to attempt to extract a promise of improved behaviour. At the end of the meeting a time should be arranged to discuss with the people involved how things are going. In the meantime, all staff must monitor the situation.

- Letters and/or telephone calls (depending on the seriousness of the behaviour) will be sent/made to parents informing them of their child's bullying behaviour. They may be required to attend a meeting at school if considered appropriate. In the meantime it may be necessary for the perpetrator to be closely monitored. Their behaviour may exclude them from activities and certain group situations. Ultimately they may put themselves at risk of exclusion from school.
- The issue of bullying will be an agenda item on school council and Senior Leadership meetings.

Appendix 4 – Cyberbullying: “Cyberbullying is an aggressive intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself” (*Report to the Ant-Bullying Alliance by Goldsmiths College, University of London*). Cyberbullying is a destructive, insidious and invasive form of bullying and has a much greater impact on the target person, to the extent that they may harm themselves very seriously, possibly fatally.

What exactly is different about cyberbullying?

- Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces that previously would have been regarded as safe and personal. The target of the bully can be reached in their own house and they may feel that there is no place to hide. We are taught to ‘walk away’ from bullies but that is not possible in this situation.
- Cyberbullying can occur outside of school hours; it can happen at any point in a day. Cyberbullying by mobile phone cuts a young person off from a large chunk of their social interactions and possible support if they feel afraid to turn it back on for fear of receiving more nasty messages/calls.
- The abuse of a target child or young person can reach a mass audience in hours - one instance of cyberbullying can be experienced as multiple attacks as others get the information and the humiliation and/or abuse is repeated.
- Long term consequences - the same cyberbullying instance can re-appear at a later date and be re-circulated at whim by the bully or by anyone else who has forwarded it - a ‘bystander’ or ‘accessory’ – it is difficult for the target young person to get closure as long as the material exists on some-one else’s phone or on a website.
- ‘Bystander’s and ‘accessories’ become part of the bullying themselves when they pass on humiliating or abusive content about the target. Those who do this do not always recognise what they are doing as bullying but it is. It is important that ‘whole-school’ communities understand their responsibility to report cyberbullying and to support the target young person.
- The target person may not know who is bullying them from amongst their social circle, thus causing suspicion to arise in all their relationships – they do not know who to trust. It can be extremely disturbing to be the target of cyberbullying when the bully is anonymous. (Cyberbullies may *possibly* be tracked, as they leave behind evidence.)
- Cyberbullying can involve identity theft, unauthorized access and impersonation. And Cyberbullying can take place without the target young person being aware that abusive and/or untrue content about them has been posted online. The cyberbully may have been bullied themselves and is using this method of bullying as a form of revenge.
- The distance that technology allows in communication means that the bully fails to observe or to understand the full impact of their actions.
- Some instances of cyberbullying are known to be unintentional - the result of simply not thinking or being unaware of the consequences. Raising awareness is needed.

The bully will usually try to conceal their identity or pretend to be another person. Bullies can take another person's phone and use it to send untrue hurtful texts, gossip or make distressing calls. Or use another person's email address to achieve the same result. The bullying can involve threats, intimidation and/or cyber-stalking.

Categories of cyberbullying that have been identified so far include:

- text message bullying, chat rooms, message boards bullying and email bullying and instant Messaging (IM) bullying - distressing messages sent in real time online;
- picture/video-clip bullying via mobile phone cameras (e.g. so-called ‘Happy Slapping’) Phone call bullying via mobile phone – including silent calls or webcam bullying - children and young people can be persuaded in their own rooms to do and make an electronic image of something unwise that they would not do outside their home, and the content is then made

- public, or used to manipulate and/or threaten them;
- bullying via Virtual Learning Environments - hacking into a person's accounts or files and destroying their work
- social network and gaming sites – there is a significant increase in these sites, which can provide new opportunities for cyberbullying. Information on a person's pages can be mis-used by bullies and predator;
- people using their own sites to spread rumors and nasty messages can be posted on them by others and bullies creating fake profiles to bully and harass other users. website bullying via defamatory blogs, personal websites etc.

How to Tackle Cyberbullying: Cyberbullying is already an issue for many children and young people. Staff, parents and young people need to be vigilant and work together to prevent this form of bullying and to tackle it whenever it occurs. Pupils and parents need to be aware that we will support them if cyberbullying happens out of school. The procedures for managing cyberbullying concerns, staff responsibilities for dealing with cyberbullying and preventative measures at our school are the same as for any other type of bullying.

However, specifically related to cyberbullying the following preventative measures also apply: Reminding pupils of the risks of communications technologies, the consequences of their misuse, and how to use them safely and how to protect themselves by blocking and using privacy settings. Pupils also need to know not to retaliate to abusive emails, messages or calls and that they should always tell a member of staff if they receive them. Abusive messages of any sort may be required in case of an investigation. Pupils should never give out personal contact details or post photographs of themselves online. We continue to promote the positive and responsible use of technology in school inclusive of maintaining:

- the current protocol that requires all relevant pupils in both school and college to sign the Pupil User Policy regarding usage of the internet at least annually.
- current blocks on harmful sites; security systems are already in place to prevent images and information about children, young people and staff being accessed improperly from outside school.
- the current monitoring of all e-communications used on the site or as part of school activities off-site.
- the active monitoring in place in School work as part of ICT learning across site with children, young people and parents to make sure that future new communications technologies are used safely.

Our school ensures that clear policies are communicated and reinforced about the use of mobile phones in school and at other times when children and young people are under our authority. Maximising online empowerment for relevant pupils with advice on how to respond to cyberbullying is also an essential criteria . Pupils, parents and staff are all aware of these procedures and of the possible outcomes in dealing with cyberbullying, including bullying that occurs out of school.

Bullying which occurs outside school premises: Staff have the authority to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 direct that a school's disciplinary powers can be used to address Pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate Pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a Pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline Pupils for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the Pupil is under the lawful control of school staff, for instance on a school trip.

Appendix 5 Further Sources of Information

Departmental advice and guidance you may be interested in

[Preventing and Tackling Bullying \(July 2017\)](#),

[Cyberbullying: Advice for headteachers and school staff \(DfE- November 2014\)](#), [Advice for parents and carers on cyberbullying \(DfE- November 2014\)](#)

[DfE Behaviour and Discipline in Schools Guidance](#)

[Mental health and behaviour in schools advice for school staff](#)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

[Keeping Children Safe in Education \(KCSIE\)](#)

[Working together to safeguard children](#)

Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and [Education \(Independent School Standards\) \(England\) Regulations 2014](#)

[Power to tackle poor behaviour outside school](#)

[The Equality Act 2010](#) and the [Public Sector Equality Duty](#)

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes [new cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT Pupils and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying. 18

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying

Bullying in any form will not be tolerated. We are a 'TELLING SCHOOL'. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.