

## Anti-Bullying Policy (including Cyber Bullying)

<b>Current Document Status</b>			
<b>Version</b>	V0.1	<b>Approving body</b>	Wave Trust Board
<b>Date</b>	11 March 2013	Date of formal approval (if applicable)	
<b>Responsible officer</b>	CEO	<b>Review date</b>	May 2018
<b>Version History</b>			
<b>Date</b>	<b>Version</b>	<b>Author/Editor</b>	<b>Comments</b>
11 March 2013	V 0.1	Susan Tysall	Reviewed May 2015
May 2015	V 0.2	Executive Committee	Reviewed and approved
March 2016	V 0.3	Executive Committee	Updated
May 2016	V0.4	Executive Committee	Reviewed and updated
May 2017	V0.5	Executive Committee	Reviewed and approved
<b>Document retention</b>			
<b>Document retention period</b>	Until superseded		

## **1. Statement of Intent**

The aim of this Anti-Bullying Policy is to ensure that pupils learn in a safe, caring and supportive environment, without fear of being bullied. Bullying is an unacceptable and anti-social behaviour which affects everyone and therefore will not be tolerated.

We are a “telling” school – bullying is too important not to report. It is a basic entitlement for our pupils that they receive their education free from humiliation, oppression and abuse. It is the responsibility of us all to ensure that the education of pupils at Wave takes place in an atmosphere which is caring and protective.

Preventing and responding to all forms of bullying is clearly a critical part of meeting our school’s wider statutory responsibility to promote pupil well-being and also community cohesion.

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- E-safety Policy
- Equal Opportunities Policy

## **2. Definition of Bullying**

Bullying is a deliberate act which causes emotional or physical harm to an individual or group by another more powerful individual or group which results in the victim feeling unsafe. Bullying causes pain and distress which can lower self-esteem.

Bullying

- i. Is deliberately hurtful behaviour
- ii. Is repeated often over a period of time
- iii. Is difficult for those being bullied to defend against

It can be:

- i. Emotional/psychological – excluding, tormenting, threatening, intimidating
- ii. Physical – punching, tripping, kicking – violence of any kind
- iii. Verbal – name calling, spreading rumours
- iv. Cyber – all areas of internet/email/misuse including info on chat rooms and sites. Mobile phone misuse, e.g. offensive text messages
- v. Racist/Ethnic – racial remarks or taunts, inappropriate use of language, e.g. use of the word ‘pikey’. Reference to religion, e.g. Islamophobia
- vi. Sexual/Sexist – unwanted physical contact, sexually abusive comments
- vii. Homophobic – because of, or focusing on, sexuality, inappropriate use of language
- viii. Prejudice-driven incidents which may include reference to disability, age, gender, nature of special educational need, appearance, health etc

There are a number of very important reasons for challenging bullying behaviour.

*The safety and happiness of pupils:*

When pupils are bullied their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem.

*Educational attainment and achievement:*

The unhappiness of bullied pupils is likely to affect their concentration and learning; progress will be checked. Some children will avoid bullying by not coming to school; opportunities for social interaction and involvement in extra-curricular activities will suffer.

*Providing a model for helpful behaviour:*

If pupils observe bullying behaviour apparently going on unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. Also, bullies need to be disciplined and counselled before they take their anti-social tendencies out of school.

*Confirming our reputation as an effective caring school:*

No school can claim with absolute confidence that 'there is no bullying here'. The real issue is that the school needs to demonstrate, through policy and practice, that it responds quickly and effectively to bullying.

### **3. Aims of Anti-Bullying Policy**

- To provide an environment in which to learn, where each member of the school community is valued, and where pupils are able to develop self-respect and self-control.
- To engender respect for and tolerance of others – regardless of differences of race, gender, culture or religion.
- To help pupils acquire attitudes and skills (such as inter-personal and conflict resolution) relevant to their adult life.
- To encourage and exercise moral values in dealing with others.
- To reduce or prevent incidents of bullying.
- To provide a clearly defined framework for dealing with the victims and the perpetrators of incidents of bullying.
- To ensure that this framework is understood and trusted by pupils, parents and staff (anti-bullying awareness).
- To counter the 'myths' about bullying.

### **4. Preventing bullying**

It is vital that staff strive to create a climate of trust, inclusion and acceptance within their classrooms. It is also vitally important for staff to model inclusive behaviour in their relationships

both with other adults and children and young people. Of course, for the vast majority of staff this is already part of their established practice.

Staff can do much to prevent the emergence of bullying.

- Using time in lessons to help uphold the positive ethos of the school – staff are there to help young people make better sense of the world around them
- Staff having a presence in and around the building making sure that there are no areas left unsupervised.
- Letting pupils know that you will not tolerate bullying.
- Intervening to prevent nudging, play fighting and other such physical expressions.
- Putting a stop to obvious teasing, name-calling and other verbal banter that so easily causes annoyance and offence.
- Reading and acting upon information provided
- Being aware of the group dynamics – watching how youngsters interact
- Acting professionally by modelling the positive behaviours desired in our young people – allowing them to see you practice what you preach
- Using praise, merits and other rewards to promote positive behaviours and attitudes, 'catch them doing something good'

## **5. Reporting Incidents of Bullying**

We are a 'telling' school. Pupils must be encouraged by staff to:

- Tell somebody in school so that the matter can be dealt with. Don't suffer in silence
- Talk to parents/carers at home

Pupils can tell:

- Friends/peers
- Older pupils
- Teachers
- TAs
- Principal or Vice Principal
- Family Support Manager
- Secretaries
- Parents/carers. It is important that parents are informed

All incidents of bullying must be recorded on Schoolpod and referred to the Principal to investigate.

Once an incident of bullying has been reported, an appropriate member of staff will interview the victim(s). All parties involved should be given an opportunity to respond to events

All interviews should be recorded. Documentation must be placed in the pupil's personal record file held in central records

## **6. Cyber Bullying**

Cyber-bullying 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.

Seven categories of cyber-bullying have been identified:

- 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. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.

While other forms of bullying remain prevalent, cyber-bullying is already a significant issue for many young people. Wave recognises that staff, parents and young people need to work together to prevent this and to tackle it whenever it occurs.

Wave ensures that:

- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights
- All e-communications used on the school site or as part of school activities off-site are monitored
- Clear policies are set about the use of mobile phones at school and at other times when young people are under the school's authority
- 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
- They work with Police and other partners on managing cyber-bullying

ICT and Mobile Phones:

If a cyber-bullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, the AP Academy will take the following steps:

- Advise the child not to respond to the message
- Refer to relevant policies, eg, e-safety/acceptable use, anti-bullying and PSHE and apply appropriate sanctions
- Secure and preserve any evidence
- Inform the sender's e-mail service provider
- Notify parents of the children involved
- Consider delivering a parent workshop for the school community
- Consider informing the Police depending on the severity or repetitious nature of the offence. The school recognises that some cyber-bullying activities could be a criminal offence under a range of laws

If malicious or threatening comments are posted on an Internet site or Social Networking site about a pupil or member of staff, the AP Academy will also:

- Inform and request that the comments be removed if the site is administered externally
- Secure and preserve any evidence
- Send all the evidence to [www.ceop.gov.uk/contactus.html](http://www.ceop.gov.uk/contactus.html) if of a sexual nature
- Endeavour to trace the origin and inform the Police as appropriate
- Instigate the vexatious complaints policy.

## **7. Dealing with Bullies and Victims**

Staff are directed to Appendix 3 'Guidance for Staff'.

- Pupils are to be interviewed as soon as possible
- A variety of approach/strategies are used according to the circumstances but in all cases the victim is reassured that there should be no repetition and the bully is clear that such actions are unacceptable
- It is important that records are kept, especially of action(s) taken

- The effects of action taken are reviewed by further contact with the pupils by the member of staff who dealt with the initial incident. Should the situation reoccur then the Principal may wish to involve parents.
- Persistent bullying will be referred to the Principal. Fixed term exclusions may be employed.
- Sometimes outside help is necessary for a successful outcome and help from the following could be sought: Education Welfare Officer, Educational Psychologist, Police Liaison Officer, Careers South West.
- Restorative justice approaches which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.

It is our hope that any parent whose child is subjected to bullying will report the incident to a member of staff. Any action then taken by the school does not pre-empt a parent's right to make a direct complaint to the police.

Any parent who is not satisfied with the action taken by the school in dealing with bullying matters should be encouraged to indicate that dissatisfaction in writing to the Principal.

## **8. Anti-Bullying Awareness Raising**

Pupils need to be made aware of the types of bullying and explore strategies for dealing with bullying, which we address through the formal curriculum.

At Wave we cover the following aspects of bullying in PSD/PSHE lessons:

- different forms of bullying (physical, emotional, virtual etc)
- various scenarios and ideas for how to avoid/cope with them
- e safety
- recognising and building resilience
- promoting self esteem
- body image issues
- developing emotional literacy
- developing positive relationships

Teaching sessions include discussions, games, films, creative work and quizzes. Students are encouraged to recognise bullying in all its forms, reflect on this and put forward suggestions for coping with bullying that are appropriate and in line with the Wave ethos.

At school, we also model respect and tolerance at all times and deal with any incidents of bullying in a timely and positive way.

CHES APA offers a 4 week course to its students that teaches internet safety, and once the students have completed this course they will be far better equipped at dealing with the challenges and dangers of the modern online world.

The course covers:

- Your Digital Footprint and Social Networking
- Cyberbullying

- Sexting
- Exploitation

## **9. Parental Awareness**

It is important that parents are also informed about our stance on bullying and supported by the school.

Parents and carers who are concerned that their child might be bullied. Or who suspect that their child may be the perpetrator of bullying, should contact the school immediately.

Parents and Carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school

Further information can be obtained from [www.dcsf.gov.uk/bullying](http://www.dcsf.gov.uk/bullying)

## **10. Supporting Pupils Involved in Bullying**

Any whole school strategy to deal with the problem of bullying must move on from simply disciplining pupils who bully.

Staff dealing with bullying incidents need to consider how to make the pupils who bully change their behaviour, how to help the victims of bullying to cope better next time or to avoid being bullied altogether and how to support victims of bullying.

## **11. Bullying by Race, Gender or Sexual Orientation**

### Racist Bullying

In the 1999 MacPherson Report, racist bullying was defined as "any incident which is perceived to be racist by the victim or any other person". Incidents can include:

- verbal abuse by name calling and offensive mimicry
- racist jokes
- wearing of offensive badges, insignia or clothing
- bringing racist leaflets, comics or magazines to school
- racist graffiti

Staff need to be especially aware of any such behaviour. Perpetrators of perceived racist bullying should be referred to the Principal or Vice Principal.

### Sexual bullying

Sexual bullying affects both boys and girls. Boys are also victims – of girls and other boys. In general, sexual bullying is characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness and emerging puberty
- inappropriate and uninvited touching
- sexual innuendo and propositions
- pornographic material

- graffiti with sexual content
- sexual assault

Sexual bullying can sometimes be the result of immaturity, especially amongst boys. The whole area of puberty, gender relations and emerging sexual attraction is something to be explored through the school's PSHE programme of study.

Sexual bullying can also be related to sexual orientation. Staff must:

- challenge sexual and homophobic language
- explore issues of diversity and difference through the formal curriculum
- guarantee confidentiality and appropriate advice to lesbian and gay pupils

## **12. Bullying Outside School**

Schools have a common law duty of care to deal with bullying outside the school gates, in the local community

- Bullying on the way to and from school needs to be dealt with
- The local Police Community Liaison Officer may be involved
- Tell pupils about safe routes to school
- Talk to pupils about how to handle bullying outside the school premises

## **13. Dealing With Persistent Bullying**

Where pupils do not respond to preventative strategies to combat bullying, the Principal will take tougher action to deal with persistent and violent bullying. Sanctions might include:

- detentions
- anti-bullying contracts
- withdrawal of break and lunchtime privileges
- removal from the group
- withholding participation in any school trips or sports events that are not an essential part of the curriculum
- managed move to another school
- 2-5 school
- fixed term exclusion
- permanent exclusion – where serious violence and/or persistent serious bullying is involved

Permanent exclusion for serious and persistent bullying will be an exceptional event.

## **14. Bullying of a member of staff**

If a member of staff feels they have been bullied, they should speak to the Principal or Vice Principal.

## **15. The role of Governors**

The governing body supports the Principal in all attempts to eliminate bullying from our APA. This policy makes it very clear that the governing body does not allow bullying to take place in our APA, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur. The governors require the Principal to keep accurate records of all incidents of bullying.

The governing body responds within 15 school days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

This anti-bullying policy is the governors' responsibility and they have delegated this to the Executive Committee.

## **16. The role of the Principal**

It is the responsibility of the Principal to implement the APA anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying via Team Teach training.

The Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **17. The role of staff**

Staff in our APA take all forms of bullying seriously, and intervene to prevent incidents from taking place. They log on Schoolpod incidents that happen in their class and that they are aware of in APA.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal or Vice Principal, the member of staff informs the child's Parents and Carers.

Staff actively support anti-bullying strategies by teaching children directly about safeguarding issues and cyber-bullying. Information for parents and carers is available on our website.

We log all incidents of bullying on Schoolpod, including those that occur outside lesson time, either near the APA or on the children's way home or to APA. If any adult witnesses an act of bullying, they should ensure that it is recorded in Schoolpod.

Staff members routinely attend training (eg Team Teach training), which enables them to become equipped to deal with incidents of bullying and behaviour management.

Staff members attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

## **Appendix 1**

### **Information for pupils**

#### **Bullying IS**

- Is deliberately hurtful behaviour
- Is repeated over a period of time
- Is difficult for those being bullied to defend against

#### **Bullying is NOT:**

- Being friendly one day and squabbling the next!
- When two pupils of equal power and strength have a quarrel or one-off fight

#### **If you are ever being bullied:**

- Don't suffer in silence
- Be firm and clear – look them in the eye and tell them to stop ('broken record' technique)
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away
- Try to ensure that you are always with a friend

#### **After you have been bullied:**

- Tell a member of staff immediately
- Tell your family
- If you are scared to tell a member of staff or an adult on your own, ask a friend to go with you
- Keep on speaking up until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

#### **When you are talking about bullying with an adult, be clear about:**

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

#### **If you find it hard to talk to anyone at school or home, ring:**

- ChildLine, Freephone 0800 1111

## **Appendix 2**

### **Information for Parents**

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy and use it to reduce and prevent bullying.

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

*First*, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

*Second*, ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as it is for staff and pupils.

*Third*, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied.

### **Common symptoms include:**

A child is:

- frightened walking to and from school
- doesn't want to travel on the school bus
- changes their usual routine
- becomes unwilling to go to school – school phobic
- becomes withdrawn, anxious or lacking in confidence
- attempts, threatens, talks about suicide, or runs away
- feels ill in the mornings: headaches, stomach aches
- comes home with torn clothing
- possessions missing or damaged
- asks for or steals money
- has unexplained bruises or cuts
- becomes unusually aggressive or disruptive
- stops eating
- bullies other children or siblings
- won't say what is wrong
- afraid to use internet or mobile phone
- nervous and jumpy if a cyber-message is received
- becomes clingy
- disturbed sleep

It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent/ and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

**If your child has been bullied:**

- calmly talk with your child about his/her experience
- make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- reassure your child that he/she has done the right thing to tell you about the bullying
- explain to your child that should any further incidents occur he/she should report them to a member of staff immediately
- make an appointment to see the Principal or Vice Principal
- explain to a member of staff the problems your child is experiencing

**Talk to teachers about bullying:**

- try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened – give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school; let the school know if things improve as well as if problems continue

**If you think your concerns are not being addressed:**

- ask for a copy of the school's anti-bullying policy and check to see if agreed procedures are being followed
- then contact the school and ask for an appointment to discuss matters with the Principal or Vice Principal
- Additional advice and support:
  - Childline
  - Bullying UK – [www.bullying.co.uk](http://www.bullying.co.uk)

## **Appendix 3**

### **Guidance for Staff**

It is the policy of this APA that bullying behaviour is unacceptable and must not be ignored. When a report of alleged bullying from pupils is made the following action should be taken.

- ATTEND to what is being said, without displaying shock or disbelief
- ACCEPT what is said (keep an open mind – do not be dismissive)
- ANNOTATE. Jot down notes. Record the date, time, place, any non-verbal behaviour and the words used by the pupil, rather than re-interpreting them yourself. Record statements and observable things rather than your interpretations or assumptions
- ALLAY fears: reassure the pupil that s/he was right to tell you. Do not promise confidentiality, as you need to refer to other staff, parents etc.
- ASSUAGE any guilt. Reassure the pupil that: it's not their fault. They are not the only person to have suffered. If the 'bully' gets into trouble it is their own fault/responsibility, never the fault of the pupil who rightly complained
- ADVISE the Principal or Vice Principal of the allegation, provide them with a copy of your notes. They will investigate and take the necessary action
- RECORD the incident on Schoolpod

### **Guidance for the Principal/Vice Principal**

In dealing with pupils who have allegedly been bullying, there are three positive aims:

- to stop the bullying behaviour, immediately
- to re-educate the pupils' attitudes and behaviour for the future
- to reconcile the pupils involved, if possible

### **Guidance when talking with Parents**

(a) Parents of any children involved, in any role, in bullying:

The aim should be to foster and maintain a good relationship in both the short term and long term. Points for consideration:

- Who should talk with the parent(s)/carer(s)? Normally this is the member of staff dealing with those involved
- Where to talk? Choose an office where the discussion can take place uninterrupted
- What attitude/approach should be taken? Staff must remain objective; avoid anecdotal 'evidence'. Staff are de facto in loco parentis for all those involved
- Choice of language taking care not to label the child. Do not make it personal; condemn the behaviour not the child
- How to explain the school's position? What to do in case of a threat of violence? The school will not tolerate bullying. Violence is a serious breach of conduct and will be punished accordingly.

(b) Parents of a child who is, allegedly, being bullied?

- Allow the parent(s)/carer(s) to express their feelings, uninterrupted.

- Accept those feelings (they are real for that parent, even if they might seem excessive to you). Useful phrases include: "I realise you're upset"; "I'll try to help"; "This must be difficult for you". Avoid: "I know how you feel".
- Assure the parent(s)/carer(s) that you are pleased they have taken the time to see you
- Express the view that bullying is unacceptable, and that you intend to act positively. Ask them to keep in touch with you

(c) Talking with parent(s)/carer(s) of a child who has, allegedly, been bullying

- Avoid labelling their child 'a bully'. Begin by offering some positive view/aspect of their child, which you appreciate and value
- Show a shared concern for their child's problem (antisocial bullying behaviour) and a concern to help that child fulfil his/her best potential. Useful phrases include: "I'm sure we both share a concern for ...'s future". "We need to help him/her to show his/her best side/develop his/her potential and talents, avoid spoiling him/herself with this sort of behaviour".
- Ask if anything could be upsetting/stressing the child, now or recently, to trigger the bullying behaviour.
- Get the parent(s)/carer(s) to agree, if possible, that bullying the child who bullies will not be a positive approach to take.
- Explain what you intend to do next; get their agreement, if possible. Promise to (and do) keep in touch with them.

NB: It is always best if all parents/carers are made aware of the school's approach to bullying (both in writing and at meetings, formally and informally) and are encouraged to share the school's positive approach, i.e. aiming to stop the bullying behaviour.

At Wave it is our policy to inform and involve parents.