**Rushey Green Primary School**
**ANTI BULLYING POLICY**

**THE WELFARE, HEALTH AND SAFETY OF PUPILS**

The 1989 Children's Act was designed to safeguard and promote the welfare of all children and therefore schools have a responsibility to prevent, recognise and deal with bullying in its many forms.

*"Any behaviour which is the illegitimate use of power in order to hurt others is bullying behaviour"*
- *"Action Against Bullying", Johnstone, Munn & Edwards*

*The aims of the school anti-bullying strategies and intervention systems are to:*
- prevent, de-escalate and stop any continuation of harmful behaviour
- react to bullying incidents in a reasonable, proportionate and consistent way
- provide procedures to follow to disclose, monitor, react to and record bullying to enable patterns to be identified
- educate pupils through various methods (e.g. assemblies, projects, drama, stories, PSHE, ICT etc) about the effects of bullying, how to prevent and spot bullying and the importance of respecting others
- safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support
- ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied
- Raise awareness through staff training, in particular annual e-Safety training and three yearly CP training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available
- The school has and will invest in specialised skills and training to understand the needs of the needs including those with SEN needs or disabilities.
- Involve parents in making sure the pupils are clear about the part they can play to prevent bullying including when they find themselves as bystanders. With this in mind, an annual e-Safety training event is held at the school for all parents.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Rushey Green Primary School. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

**The main types of bullying are** *(outlined in detail below)*:
- Homophobic bullying
- Racist bullying
- Bullying with regard to SEN or disability

**Bullying may take any or all of the following forms:**
- physical (hitting, kicking, theft)
- verbal (name calling, cultural, anti-religious, sexual/sexist or racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- Cyberbullying (in all its forms including social websites, mobile telephones, text messages, photographs and emails)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. The seriousness of bullying is that it may cause psychological damage.  Although bullying itself is not a specific criminal offense, there are criminal laws which apply to harassment and threatening behaviour.

The school's teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils are encouraged to report bullying to their Form Tutor or any trusted member of staff. This member of staff should immediately follow the steps outlined below.

**Pupils who have been bullied will be supported by:**
- Offering an immediate opportunity to discuss the experience with a member of staff.
- Reassuring the pupil that action is being taken to address the issue to prevent it from recurring and that this may include disciplinary action
- Offering continued support to restore self-esteem and confidence by member of staff

**Pupils who have bullied will be helped by:**
- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and its effect on others
- Establishing the need to change; this might take the form of additional work with the Speech and Language Therapists (Circle of Friends, Social Stories etc) and informing parents or guardians to help change the attitude of the pupil at home

**The following disciplinary steps can be taken:**
- Official warnings to cease offending
- Detention.
- Individual Behaviour Management Plan
- Fixed-term exclusion, determined by Head
- Permanent exclusion

**HOMOPHOBIC BULLYING**
Homophobic bullying can be hard to identify because it may be going on in secret.  Sometimes the pupil may not want to tell anyone about it in case they are assumed to be gay.  Homophobic bullying looks like other sorts of bullying, but in particular it can include:
- Verbal abuse (including spreading rumours that someone is gay)
- Physical abuse
- Cyberbullying (using on-line spaces to spread rumours)

**Responding to homophobic behaviour**
- Consistently staff should make it clear that homophobic behaviour is unacceptable and ensure that pupils who experience it feel supported
- Staff should be sensitive when talking to pupils about incidents, taking into account the worries the pupils may have
- When an incident occurs, pupils should be informed that that homophobic language is offensive and will not be tolerated
- Follow steps outlined above in RESPONDING TO INCIDENTS OF BULLYING

**RACIST BULLYING**

Racism can be described as a prejudice or attitude, action or institutional structure which systematically treats an individual or group of individuals differently because of their race, religion or ethnicity. Racism can be overt and covert, conscious or unconscious.

Racist bullying is defined as "any incident which is perceived to be racist by the victim or any other person" (MacPherson 1999).

"Institutional racism consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour and which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people." (MacPherson 1999)

**Categories of Racist Behaviour**
- Physical assault because of colour of skin and/or ethnicity
- Verbal abuse or threats, including derogatory name calling, insults, racist jokes, ridicule of individuals for cultural differences e.g. food, music, dress etc
- Racist illustrations or graffiti
- Provocative behaviour, such as wearing racist badges or insignia
- Bringing racist materials, such as leaflets, comics or magazines into school; or accessing these materials online
- Incitement of others to behave in a racist way
- Racist comments, in the course of discussion in lessons or anywhere in school
- Refusal to co-operate with other people because of their ethnic origins

**Responding to Racist behaviour**
- Consistently staff should make it clear that racist behaviour is unacceptable and ensure that pupils who experience it feel supported
- When an incident occurs, pupils should be informed that that racist behaviour is offensive and will not be tolerated
- Follow steps outlined above in RESPONDING TO INCIDENTS OF BULLYING

**BULLYING WITH REGARD TO SEN / DISABILITY DISCRIMINATION**
The school takes the same view toward any form of discrimination or bullying based on Special Educational Needs or disability. Actions and sanctions will be implemented in the same way as outlined above for Homophobic and Racist Bullying.

The school will evaluate and make use of curriculum opportunities, such as PSHE/SEAL/SMSC and Form time in order to instil respect for others. Additionally, the school will raise awareness of what homophobic or racist bullying or disability discrimination is, and how the school will respond, through staff training and whole school gatherings.

**CYBERBULLYING**
Cyberbullying can be defined as *the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else*. Cyberbullying is a sub-set or 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the

bullying.  Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm.

Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, cyberbullying does differ in several significant ways to other kinds of bullying, e.g. the invasion of home/personal space, the difficulty in controlling electronically circulated messages, and even in the profile of the bully and target.

**E-SAFETY**
At Rushey Green Primary, School E-Safety policies are imbedded within the Anti-bullying policy and are intended to consider all current and relevant issues, in a whole school context, linking with other relevant policies, such as the Child Protection, Behaviour Management policies.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

E-Safety encompasses not only Internet technologies but also electronic communications such as mobile phones and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology and provides safeguards and awareness for users to enable them to control their online experiences.

The Internet is an open communications channel, available to all. Applications such as the Web, e-mail, blogs and social networking all transmit information over the fibres of the Internet to many locations in the world at low cost. Anyone can send messages, discuss ideas and publish material with little restriction. These features of the Internet make it an invaluable resource used by millions of people every day. However, it needs to be used safely.

Much of the material on the Internet is published for an adult audience and some is unsuitable for pupils. In addition, there is information on weapons, crime and racism that would be more restricted elsewhere. Pupils must also learn that publishing personal information could compromise their security.  The aim of this policy is to ensure appropriate steps are taken to make the virtual world a safe one for all members of the school community.

**National Guidance**
National guidance suggests that it is essential for schools to take a leading role in e-safety.   Becta in its "Safeguarding Children in a Digital World" suggested:

> *"That schools support parents in understanding the issues and risks associated with children's use of digital technologies. Furthermore, Becta recommends that all schools have acceptable use policies, and ensure that parents are aware of the procedures for e-safety within the school. Recognising the growing trend for home-school links and extended school activities, Becta recommends that schools take an active role in providing information and guidance for parents on promoting e-safety messages in home use of ICT, too."*

The Byron Review "Safer Children in a Digital World" stressed the role of schools:
> *"One of the strongest messages I have received during my Review was about the role that schools and other services for children and families have to play in equipping children and their parents to stay safe online. To empower children and raise the skills of parents, I make recommendations to*

*Government in the following areas: delivering e-safety through the curriculum, providing teachers and the wider children's workforce with the skills and knowledge they need, reaching children and families through Extended Schools and taking steps to ensure that Ofsted holds the system to account on the quality of delivery in this area."* The Equalities Act
http://www.homeoffice.gov.uk/equalities/equality-act/

**Principles of e-Safety**
When thinking about the areas of risk, it is useful to remember the four Cs:

1. **Content** – exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, hate or intolerance) and illegal material (e.g. images of child abuse).

2. **Contact** – grooming using communication technologies leading to sexual assault and/or child prostitution.

3. **Commerce** – exposure to inappropriate advertising, online gambling and financial scams.

4. **Culture** – bullying via websites, mobile phones or other communications technologies. The downloading of copyrighted materials, such as music and films may involve children in illegal activities.

**Scope of the Policy (phrasing)**
The Education and Inspections Act 2006 empowers Heads, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place out of school, but is linked to pupil membership of the school.

**Head and Leadership Team**
- The Head is responsible for ensuring the safety (including e-safety) of members of the school community, though the day to day responsibility for e-safety

- In the event of a serious e-Safety allegation the Head and Safeguarding member of staff will ensure staff adhere to guidance laid out in the Safeguarding Policy

**Staff and support staff**
Staff are responsible for using the school ICT systems in accordance with the Staff *'Acceptable Use of Mobile phones, cameras and other image recording devices Policy,'* which they will be expected to sign before being given access to the school systems.

It is essential that all staff receive e-safety training and understand their responsibilities, as outlined in this policy.

**Data Protection**
Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998 which states that personal data must be:

- Fairly and lawfully processed
- Processed for limited purposes

- Adequate, relevant and not excessive
- Accurate
- Kept no longer than is necessary
- Processed in accordance with the data subject's rights
- Secure
- Only transferred to others with adequate protection

### Staff must ensure that they:
- At all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse
- Use personal data only on secure password protected computers and other devices, ensuring that they are properly "logged-off" at the end of any session in which they are using personal data

### Pupils
Pupils are responsible for using the school ICT systems in accordance with the Pupils Acceptable Use Policy, which they will be expected to sign before being given access to the school systems.

### Pupil education
Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in e-safety is therefore an essential part of the school's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

E-Safety education will be provided in the following ways:

- A planned e-safety programme will be provided as part of ICT and PHSE, this will cover both the use of ICT and new technologies in school and outside school

- Key e-safety messages should be reinforced as part of a planned programme of assemblies and pastoral activities

- Pupils will be taught in all lessons to be critically aware of the materials and content they access on-line and be guided to validate the accuracy of information

- Staff should act as good role models in their use of ICT, the internet and mobile devices

### Parents
Parents play a crucial role in ensuring that their children understand the need to use the internet and other electronic devices in an appropriate way. Research shows that many parents and carers do not fully understand the issues and are less experienced in the use of ICT than their children. The school will therefore offer the opportunity for e-Safety training at the beginning of each academic year.

### Communication Technologies

A wide range of rapidly developing communications technologies has the potential to enhance learning.
The following table shows how the school currently considers the benefit of using these technologies for education outweighs their risks:

| Communication Technologies | Staff & other adults | | | | Pupils | | | |
|---|---|---|---|---|---|---|---|---|
| | Allowed | Allowed at certain times | Allowed for selected staff | Not allowed | Allowed | Allowed at certain times | Allowed with staff permission | Not allowed |
| Mobile phones may be brought to school | X | | | | X | | | |
| Use of mobile phones in school | | X | | | | | | X |
| Taking photos on personal mobile phones or other camera devices | | | | X | | | | X |
| Use of hand held devices eg PDAs, PSPs | X | | | | | | X | |
| Use of personal email addresses in school, or on school network | X | | | | | | X | |
| Use of school email for personal emails | X | | | | X | | | |
| Use of chat rooms and social networking sites | | X | | | | | | X |
| Use of online instant messaging | | X | | | | | | X |
| Use of blogs | X | | | | | | X | |

When using communication technologies the school considers the following as good practice:

• The official school email service may be regarded as safe and secure and is monitored. Staff and pupils should therefore use only the school email service to communicate with others when in school, or on school systems (e.g. by remote access)

• Users need to be aware that email communications may be monitored

• Users must immediately report, to the headteacher– in accordance with the school policy, the receipt of any email that makes them feel uncomfortable, is offensive, threatening or bullying in nature and must not respond to any such email

• Any digital communication between staff and pupils or parents must be professional in tone and content (refer to e-mail protocol)

## SANCTIONS

**Should a cyberbulling incident be identified, the following measures should be taken:**

• Staff should be aware that the Education Inspection Act 2006 also provides a defence for school staff in confiscating items from pupils. This can include mobile phones when they are being used to cause a disturbance in class or otherwise contravene the school behaviour/anti-bullying policy

- Schools should advise pupils and staff to try to keep a record of the abuse, particularly the date and time, the content of the message(s), and where possible a sender's ID (e.g. username, email, mobile phone number) or the web address of the profile/content. For example, taking an accurate copy or recording of the whole web-page address will help the service provider to locate the relevant content

**Working with the bully and applying sanctions**

Once the person responsible for cyberbullying has been identified it is important that, as in other cases of bullying, sanctions are applied, and the range of sanctions include all those that are used in response to other forms of bullying.

Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any support that they may need.

When determining the appropriate response and proportionate sanctions, it is important to consider the ways in which cyberbullying incidents might differ in impact to other forms of bullying. The key considerations here may include attempts by the bully to disguise their identity, the public nature of posted material (and the extent of the humiliation), and the difficulty in controlling copies of the material (the difficulty in gaining closure over the event).

It should also be recognised, where induction and education activities are not in place, that some cyberbullying has been known to be unintentional, or at least carried out with little awareness of the consequences. Determining appropriate sanctions for incidents will then require sensitivity to the impact on the person being bullied, as well as any misunderstanding or thoughtlessness on the part of the cyberbully.

Consideration should also be given to the possibility that the cyberbullying could be a part of retaliation to previous bullying endured by the perpetrator.

**The aims of the sanctions are to:**

- Help the person harmed to feel safe again and be assured that the bullying will stop
- Hold the perpetrator to account getting them to recognise the harm caused and deter them from repeating the behaviour
- Demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly

Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile phone into school (although issues of child safety should be considered in relation to the latter).

## Help Organisations

Below are telephone numbers of Childline and other helpful supporting agencies

- **Advisory Centre for Education – 0300 0115 142**
- **Parentline Plus – 0808 800 2222**
- **Children's Legal Centre – 0845 345 4345**
- **Youth Acess – 020 8772 9900**
- **Childline – 0800 1111 (Free) – www.childline.org.uk**
- **Bullying Online – help@bullying.co.uk – www.bullying.co.uk**

- **Kidscape – 0207 730 3300 - www.kidscape.org.uk**
- **The Samaritans – 08457 90 90 90 – www.samaritans.org.uk**
- **Connexions Direct – 08000 688 336 – www.connexions-direct.com**

## Monitoring, evaluation and review

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE/SEAL, Form Tutorial time, gathering and subject areas, as appropriate, in an attempt to eradicate such behaviour

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. In reviewing its anti-bullying strategies, the school will take account of the different triggers pupils have for bullying behaviour; the dynamics of group bullying and the complexity of responses.

*The Anti-bullying Policy is reviewed annually by Leadership Team and Governors.*

## Policy Review

Agreed by the Full Governing body

Signed by: ………………………………………… Chair of Governors    Date ……………………

Signed by: …………………………………………. Heateacher              Date ……………………