

ANTI-BULLYING POLICY

GENERAL STATEMENT

The Education (Independent School Standards) Regulations 2014 Paragraph 10 requires schools to have an Anti-Bullying Policy and to ensure that it is implemented.

The governors value the good relationships fostered by the School, and expect that every allegation of bullying will be taken seriously. Some experts say that a child should be treated as being bullied simply because he says he is. The governors consider that this is the attitude that this school should adopt. It is better this way round than to tell pupils 'not to be so sensitive'.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the School in general, and should work towards ensuring that pupils can work in an environment without fear. Bullying is an issue that the School takes seriously as it can have physical and emotional effects that may lead to psychological damage.

Bullying is unacceptable in this school and will not be tolerated. The School also recognises that because of verdicts in bullying cases it must take note of bullying perpetrated outside school which spills over into school. The School will do what is reasonably practicable to eliminate any such bullying. Bullying is a serious matter and can cause serious psychological damage, even suicide, if it is allowed to take root. The School tries to deal with cases of bullying through its internal procedures. However, in the event of harassment and/or threatening behaviour which is persistent the School recognises that this can be a criminal offence.

AIMS

- to demonstrate that the School takes bullying seriously and that it will not be tolerated;
- to take measures to prevent all forms of bullying in the School and on off-site activities;
- to support everyone in the actions to identify and protect those who might be bullied;
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- to promote an environment where it is **not** an offence to tell someone about bullying.

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time where it is difficult for those being bullied to defend themselves. It intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs, disability, or because a child is adopted or is a carer. It may occur directly or online through social media sites, mobile phones, text messages, photography and email.

According to 'Kidscape':

- It involves aggression (deliberate) and an unequal power relationship; and
- It results in pain and distress and is persistent.

RESPONSIBILITIES

The Head and Deputy Heads liaise over all anti-bullying strategies, and individual cases where appropriate. The Head reports to the governing body on the School's strategies in dealing with bullying.

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils. She will:

- ensure that staff have an opportunity to discuss strategies and review them;
- determine the strategies and procedures;
- discuss development of the strategies within SMT;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils; and
- report annually to the governors.

The Deputy Heads will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and the bullies;
- keep the Head and Heads of Year informed of incidents;
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems.

Heads of Year will:

- be responsible for ensuring that the School's positive strategies are put into practice;
- know the school's procedure and deal with any incidents that are reported.

Form Tutors will:

- be responsible for liaising with their Head of Year over all incidents involving pupils in their form;
- be involved in any agreed strategy to achieve a solution; and
- take part, where directed to do so, in the PSICHE and tutorial programme components which deal with anti-bullying.

All staff will:

- know the policy and procedures;
- be observant with pupils and ask pupils what is happening to them;
- deal with incidents according to the policy;
- never let any incident of bullying pass by unreported, whether on-site or during an off-site activity;
- participate, where directed to do so, in the PSICHE and tutorial programme components which deal with anti-bullying;
- bullying awareness training for John Lyon staff is provided by its pastoral leaders. Recent training has included part of a CPD set aside for all staff in role play and response to bullying scenarios. Teaching staff have had the opportunity to hear students talk about their experiences of bullying, what they would do to address the issue and how it is important to engage with bullying and not to be a bystander. This training has referred to the School's anti-bullying policy.

ANTI-BULLYING EDUCATION IN THE CURRICULUM

The School raises awareness of the anti-social nature of bullying through a PSICHE and tutorial programme, school assemblies, the Student Council and in department schemes of work as appropriate.

The Student Council has considered bullying as a key topic and, through the School Counsellor, it has initiated the training of peer mentors to help younger boys and provide a point of contact for them if they are being bullied or if they know of another student who is being bullied. In Drama lessons the theme of bullying is regularly explored through role-play and discussion and in PSICHE lessons bullying is regularly re-visited by all forms in Years 7-11. When a major problem is identified with bullying in a

particular year group a Head of Year will re-schedule the proposed PSCHE Scheme of Work and tutorial programme so that the issue is specifically addressed at that time.

The PSCHE Coordinator is responsible for developing with appropriate colleagues the anti-bullying programme in the PSCHE course. Heads of Department are responsible for introducing anti-bullying material in their programmes of study as appropriate. Role play and discussions on bullying in school form a part of the Drama curriculum at KS3.

Changing the attitude and behaviour of bullies plays a major part in the strategies we use.

PROCEDURES

How is bullying shown? It can be:

Physical

Hitting, kicking, punching, pinching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute physical bullying.

Verbal

Name-calling, making racist, sexist, homophobic or disability discriminatory jokes or teasing, using sexually suggestive or abusive language, offensive remarks.

Indirect

Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive mail, and email and text messages (online bullying).

ONLINE

Any type of bullying that is carried out by electronic medium. There are at least 7 types including:

- Text message bullying
- Picture/video clip bullying via mobile phone cameras
- Phone call bullying via mobile phones
- Email bullying
- Chat-room bullying
- Bullying through instant messaging (IM)
- Bullying via websites

SIGNS OF BULLYING

Pupils who are being bullied may show changes in behaviour e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy.

All staff need to be aware of these possibilities and report promptly any suspicions of bullying to the appropriate Head of Year.

Pupils are encouraged to report incidents of bullying.

Form Tutors and PSCHE teachers include anti-bullying in their programmes.

DEALING WITH INCIDENTS

- If bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher approached;
- If a racial element to the bullying is suspected the Deputy Head with responsibility for pastoral matters must be informed immediately;
- The teacher must record the details of the incident and pass those details to the Head of Year;
- The Head of Year will interview all parties and make a record;
- Staff teaching the bullied pupil and the Form Tutor will be informed;
- The Deputy Head will determine the appropriate strategy and plan of action to combat the bullying;
- The Form Tutor will oversee implementation of that strategy;

- Parents will be kept informed by the Head of Year;
- Any sanctions against the bullies will be determined by the Deputy Head;
- The School's Behaviour, Rewards and Sanctions Policy indicates that bullying may attract the full range of sanctions from detention to exclusion where that would be deemed to be appropriate. The Parents Handbook further reinforces this point;
- Bullying incidents are recorded on the R: Drive in the pastoral folder. Incidents of a racist nature are also recorded;
- If there is reasonable cause to believe that a child is suffering, or is likely to suffer, significant harm the bullying incident will be treated as a child protection concern;
- If the bullying has involved a serious physical assault or online communication that contravenes the Improper use of public electronic communication network – Communications Act 2003, section 127 the police will be contacted. The Communications Act 2003 section 127, covers the sending of improper messages. Section 127(1)(a) relates to a message etc. that is grossly offensive or of an indecent, obscene or menacing character and should be used for indecent phone calls and emails. Section 127(2) targets false messages and persistent misuse intended to cause annoyance, inconvenience or needless anxiety; it includes somebody who persistently makes silent phone calls.

BULLIED PUPILS

Pupils who are at greater risk of being bullied may include:

Bullying related to race, religion or culture

A high proportion of bullied pupils have experienced racist or faith-based bullying. When black and ethnic minority children experience bullying it is more likely to be severe bullying.

Bullying related to SEN and disabilities

Children with SEN and disabilities are more at risk of bullying than their peers. Children with SEN do not always have the levels of social confidence and competence, and the robust friendship bonds, that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, we apply the same standards of behaviour as we would to the rest of the school community.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children who are gay (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other types of bullying. A pupil may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to.

Sexist or sexual bullying

Sexist and sexual bullying affects boys as well as girls. Boys may be the victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or that they do not conform with the gender role prescribed to them) can also be targeted by bullies.

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied are given support determined by the Head of Year in consultation with the pupil.

BULLIES

Changing the attitude and behaviour of bullies is part of the responsibility of the positive procedures used by the School. However, the School recognises that sanctions will also have to be used against bullies.

Boys who bully frequently receive sanctions for their behaviour and these might range from a detention (for low-level incidents) to a temporary exclusion. When boys return to school following a temporary exclusion the first person they meet will be the senior member of pastoral staff responsible for his year group. In these meetings, boys returning to school are encouraged to reflect on what they did, give reasons as to why such behaviour will not occur again, and be reassured that any punishment served is now spent and that they move forward in their time as a member of the school community. In some cases boys who have bullied are referred to the School Counsellor to deal with any underlying issues.

SANCTIONS

Any of the School's formal punishments can be used against bullies as appropriate. For persistent offenders or incidents considered to be gross acts of aggression a pupil could be permanently excluded.

INVOLVEMENT OF PARENTS

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive approach to educating pupils to combat it.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate by the Deputy Head.

Parents are informed of the policy and procedures and the possibility of permanent exclusion following gross acts of bullying.

INVOLVEMENT OF PUPILS

Pupils are involved in the positive strategies through both the Student Council and tutor groups. A major part of the programme consists of educating pupils in how to cope with bullying.

STRATEGIES FOR DEALING WITH ONLINE BULLYING

These are outlined in the [appendix](#) to this policy.

COUNSELLING

The School arranges counselling in appropriate cases for both bullies and the bullied. Kidscape gives advice on child safety policy, runs a Helpline for parents and children – Tel: 0845 1 205204 and organises free one-day sessions for bullied children – Tel: 020 7730 3300 or email training@kidscape.org.uk.

REPORTING AND RECORDING

All incidents must be reported and recorded in writing to Heads of Year, this is in order that we can identify patterns of behaviour. All relevant documentation is kept on student files.

ONLINE BULLYING

A. KEY ADVICE TO PARENTS AND CARERS ON ONLINE BULLYING

When a child is the target of online bullying — bullying via mobile phone or the internet — they can feel alone and very misunderstood. It is therefore vital that as a parent or carer you know how to support your child if they are caught up in online bullying. This short guide will help you.

PREVENT ONLINE BULLYING

WHERE TO START

The best way to deal with online bullying is to prevent it happening in the first place. Although it may be uncomfortable to accept, you should be aware that your child may as likely online bully as be a target of online bullying, and that sometimes children get caught up in online bullying simply by not thinking about the consequences of what they are doing. It is therefore crucial that you talk with your children, and understand the ways in which they are using the internet and their mobile phone. In this guide there is an anti-online bullying code which contains seven key messages for children, which you may find a helpful starting point for a discussion with them about issues, such as being careful about posting images on personal websites and where to go to get help.

USE THE TOOLS

Most software and services on the internet have in-built safety features. Knowing how to use them can prevent unwanted contact. For example, IM services such as MSN Messenger have features which allow users to block others on their contact list, and conversations can be saved on most IM services. Social-networking sites also have tools available, e.g. young people can keep their profile set to 'private' so that only approved friends can see it.

With bullies using text and picture messaging, it is also important to check with your children's internet or mobile phone provider to find out what protections they can offer, including whether it is possible to change your mobile number.

RESPONDING TO ONLINE BULLYING

It is vital that you have strategies to help your child if they come to you saying that they are being online bullied.

THE ANTI-ONLINE BULLYING CODE

Start by teaching your children the seven key messages in the anti-online bullying code (see [point B](#) below). This includes advice on not replying or retaliating to online bullying, as well as not assisting an online bully by forwarding a message, even as a joke.

KEEP THE EVIDENCE

Keeping the evidence of online bullying is helpful when reporting an incident and may help in identifying the bully. This means keeping copies of offending emails, text messages or online conversations.

REPORTING ONLINE BULLYING

There are a number of organisations that can help you if you need to report incidents of online bullying:

The School: if the incident involves a pupil, or pupils, at the School, then it is important to let the School know. All schools have a legal duty to have measures in place to support the person being bullied and to apply disciplinary sanctions to the pupil doing the bullying. Schools are increasingly updating these policies to include online bullying. If there is reasonable cause to believe that a child is suffering, or is likely to suffer, significant harm the online bullying incident will be treated as a child protection concern.

The provider of the service: most service providers have complaints and abuse policies, and it is important to report the incident to the provider of the service, i.e. the mobile phone operator (e.g. O2 or Vodafone), or the social network/IM/online chat provider (e.g. Facebook, Twitter, Whatsapp,

Snapchat or Instagram). Most responsible service providers will have a 'Report Abuse' or a nuisance call bureau, and these can provide information and advice on how to help your child.

The police: if the online bullying is serious and a potential criminal offence has been committed you should consider contacting the police. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, and any evidence of sexual exploitation, e.g. grooming, distribution of sexual images, or inappropriate sexual contact or behaviour.

ANTI-ONLINE BULLYING CODE

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in online bullying, and advice on how to report it when it does happen.

1. Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important always to show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of online bullying yourself. You could also be breaking the law.

2. Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

3. Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember only to give your mobile number or personal website address to trusted friends.

4. Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

5. Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

6. Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the online bullying.

7. Make sure you tell

You have a right not to be harassed and bullied online.

There are people that can help:

Tell an adult you trust who can help you to report it to the right place, or call a helpline like ChildLine on 0800 1111 in confidence.

Tell the provider of the service you have been bullied on (e.g. your mobile phone operator or social network provider). Check their websites to see where to report.

Tell your school. Your teacher at your school can support you and can discipline the person bullying you.

Finally, don't just stand there. If you see online bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?