



St Hilary's School

Anti-Bullying Policy Including EYFS

Introduction

We aim as a school, to produce a safe and secure environment where all can learn and work without anxiety. The staff and pupils at St Hilary's agree that any form of bullying will not be tolerated. Everyone who is part of the school community has a responsibility to take action to take care for each other. This policy aims to produce a consistent school response to any bullying incidents that may occur. In our Behaviour Policy we make it clear that strong sanctions will be applied in cases of severe and persistent bullying.

This policy has been drawn up with regard to the a set out in the DFE publication "Safe to Learn: embedding anti-bullying work in schools" and "Preventing and Tackling Bullying": (DFE 2014) as well as Prevent Duty Guidance for England and Wales (March 2015) alongside its advice on 'The use of social media for on-line radicalisation.' (July 2015)

Definition of Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally...Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves...It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online." (Preventing and Tackling Bullying: DFE 2014).

The following is a range of behaviour that may constitute bullying:

Physical: pushing, kicking, hitting, pinching, any form of violence, threats;

Verbal: name-calling, sarcasm, spreading rumours, persistent teasing;

Emotional: tormenting, threatening ridicule, humiliation, exclusion from groups or activities;

Racial: racial taunts, graffiti, and gestures;

Sexual/Sexist: unwanted physical contact, abusive comments;

Homophobic: use of homophobic language to cause distress, focussing on the issue of sexuality;

Disability: name-calling, ridicule, humiliation, on the issue of special educational needs

Cyber Bullying: all areas of internet, such as email and internet chat room misuse, mobile phone threats by text messaging and calls, misuse of associated technology such as social websites. (see Appendix II: Cyber-bullying Guidelines and information)

Signs and Symptoms

A child may indicate 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 unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- shows a deterioration in school performance
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems nevertheless bullying should be considered a possibility.

The School’s Role in Preventing and Tackling Bullying

“A school’s response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.” (Preventing and Tackling Bullying: DFE 2014).

It is the responsibility of the Headmistress with the support of the Deputy Head, Head of KS1 and Head of EYFS to implement the school 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 Headmistress and Deputy Head ensure that the staff receive training in dealing with bullying. They ensure that all pupils know that bullying is wrong and that it is unacceptable behaviour in this school.

The Headmistress sets the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The Headmistress leads a weekly ‘Record of Concern’ meeting for teachers where children of particular pastoral concern are discussed as do any

particular friendship/relationship issues between individual children or within certain classes. This enables all teachers to be aware so that they can help to monitor and support children who may need it.

The role of the staff

Staff at St Hilary's intervene to prevent incidents from taking place and by identifying the problem.

- we take all bullying problems seriously, both of pupil and adults;
- we investigate all incidents thoroughly;
- we ensure that bullies and victims are interviewed separately;
- we obtain witness information;
- we keep a written record of the incident, investigation and outcomes;
- we inform staff about the incident where a pupil is involved;
- we inform appropriate staff where a member of staff is involved;
- we ensure that action is taken to prevent further incidents.

All staff endeavour to support all pupils in their class and aim to establish a climate of trust and respect for all. Our school is dedicated to preparing our children for their adult life beyond formal education and ensuring that it promotes and reinforces British Values to all our children. We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

By praising, rewarding and celebrating the success of all pupils, we aim to prevent incidents of bullying. We remind pupils to follow St Hilary's Rules which include:

- We are gentle, so we do not hurt anybody.
- We are kind and helpful, so we do not hurt the feelings of others.
- We work hard and are punctual, so we do not waste our own or others' time.
- We look after property, so we do not waste or damage things.
- We listen to people and we do not interrupt.
- We respect everyone and are honest.

As a school we recognise the importance of raising self-esteem amongst all our pupils. Anything that will make children feel good about themselves will reduce the likelihood of being selected as a victim, or of being a bully.

The Headmistress and her staff reinforce important messages to pupils at suitable moments using Assemblies, PSICHE lessons or Circle time as forums in which to discuss with pupils the impact of bullying behaviour and how they can respond when they feel that they or someone else are being bullied. Pupils are made aware of staff they may talk to if they have a worry or concern. In addition, staff regularly make use of lessons, projects, drama, stories, literature, historical events, and current affairs to raise issues and concerns that pupils might have.

St Hilary's is a Mobile Free environment for pupils and all use of ICT is supervised carefully by staff.

Staff Awareness

All staff are aware that bullying can take place anywhere and at any time but recognise that there are times and places in school where it is 'easier' for a bully to operate:

- Before or after class or as pupils move from one lesson to the next e.g. stealing a pencil case, verbal abuse
- During games - particularly at the beginning and end
- During meals e.g. isolation by excluding peers from table
- In the changing rooms - particularly at the beginning and end of lessons

They are especially vigilant in these moments, particularly when a concern has already been raised about a particular child or group of children.

The School's Response to an Allegation or Suspicion of Bullying

“Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.” (Preventing and Tackling Bullying: DFE 2014).

If a pupil does appear to be being bullied, the member of staff who is aware should follow the bullying flowchart contained in Appendix I.

Once the allegation has been verified, the staff concerned – usually the class/form teacher and Head of Key Stage - may take the following actions:-

- imposition of sanctions;
- obtaining an apology;
- meeting with children involved to agree outcomes
- informing parents of both bully and bullied;
- providing mentor support for both victim and bully.

(See Appendix One : **Anti-bullying Strategy - Bullying Flowchart**) .

Careful records must be kept. Records of all incidents must be given to the Headmistress and/or recorded on the School Management System and flagged up to the Headmistress. In addition, any incident can be brought to the attention of the whole staff at weekly staff meetings, which are minuted.

Guidance for staff dealing with an accusation of Bullying

1. Listen. It is very important that the child knows he or she will be listened to. Always listen when a child wants to tell you he or she has been hurt or upset by someone. Avoid dismissing things immediately.

2. Have an open mind. Never make up your mind what happened until you have heard both (or more) sides of the story. People's perceptions of events are bound to be affected by their emotions at the time.
3. Focus on the future rather than the past. It may be necessary to investigate an incident carefully, but what really happened may not become known. This is a strong argument for the recommended emphasis on people's feelings rather than establishing guilt or innocence. Make sure that children and parents are clear on what has happened but more importantly what needs to happen moving forwards.
4. Teach the children to be assertive. Explain how to be assertive rather than aggressive or timid. Encourage children to use this approach. This may mean we have to accept a child telling us how they feel about something even if it is not what we want to hear.

The role of the parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Close liaison with parents is important. The victim's parents will almost certainly welcome this contact. The bully's parents may at first be defensive, but will probably also welcome involvement with the School when they realise we are trying to help the bully as well as the victim.

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

An attached document with helpful advice on Cyber-Bullying can be downloaded as well as Appendix II.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
KIDSCAPE Parents Helpline (Mon – Fri, 10-4)	0845 1205 204
Parentline Plus	0808 800 2222
Youth Access	0845 6002516
Bullying Online	www.bullying.co.uk
KIDSCAPE website	www.kidscape.org.uk

AUTHOR: DSL, Gemma Mitchell

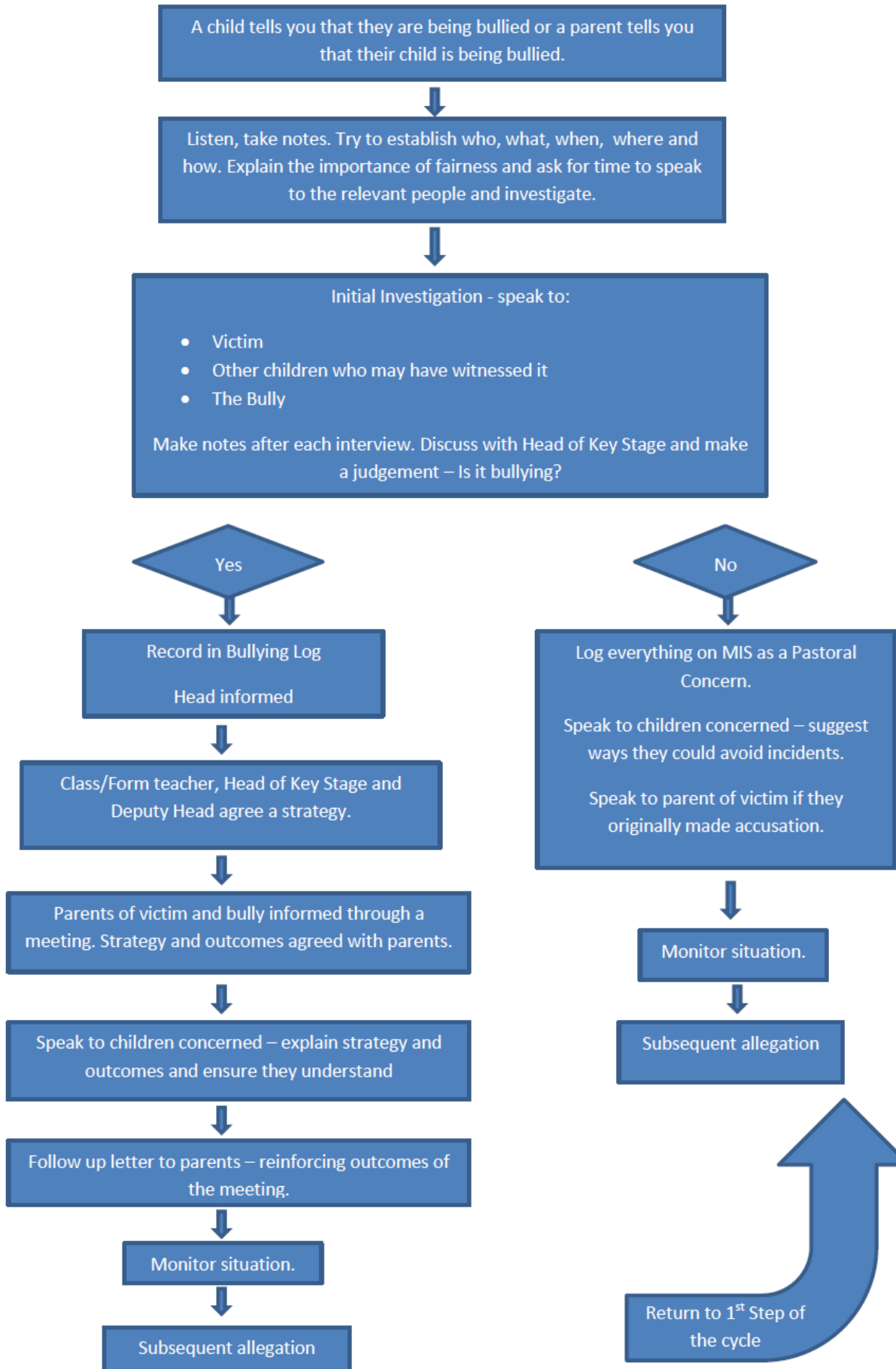
READ & APPROVED BY: The Headmistress and St Hilary's Senior Leadership Team.

READ & SHARED: with all staff at St Hilary's School.

UPDATED: June 2018

REVIEW DATE: September 2019

Appendix 1: Anti-bullying Strategy – Bullying Flowchart



Appendix II: Guidance for Keeping Children Safe Online: What do we do if?

An inappropriate website is accessed unintentionally in school by a teacher or child.

1. Play the situation down; don't make it into a drama.
2. Report to the head teacher/e- safety officer and decide whether to inform parents of any children who viewed the site.
3. Inform the school technicians and ensure the site is filtered

An inappropriate website is accessed intentionally by a child.

1. Refer to the acceptable use policy that was signed by the child, and apply agreed sanctions. Record on the Management System.
2. Notify the parents of the child.
3. Inform the school technicians and ensure the site is filtered.

An inappropriate website is accessed intentionally by a staff member.

*Note that the only exception to this is where the IT staff are testing the robustness of the filtering system.

1. Ensure all evidence is stored and logged – Please see Safeguarding Folder
2. Refer to the acceptable use and staffing policy that was signed by the staff member, and apply disciplinary procedure.
3. Notify governing body.
4. Inform the school technicians and ensure the site is filtered.
5. In an extreme case where the material is of an illegal nature:
 - a. Contact the local police and follow their advice.

An adult uses School IT equipment inappropriately.

1. Ensure you have a colleague with you, do not view the misuse alone.
2. Report the misuse immediately to the Headmistress and DSL and ensure that there is no further access to the device. Record all actions taken.
3. If the material is offensive but not illegal, the Headmistress should then:
 - Remove the device to a secure place.
 - Instigate an audit of all ICT equipment by the technical teams to ensure there is no risk of pupils accessing inappropriate materials in the school.
 - Identify the precise details of the material.
 - Take appropriate disciplinary action (undertaken by Headmistress).
 - Inform governors of the incident.
4. In an extreme case where the material is of an illegal nature:
 - Contact the local police and follow their advice.
 - If requested to remove the device to a secure place and document what you have done.

All of the above incidences must be reported immediately to the Headmistress and DSL.

A bullying incident directed at a child occurs through email or mobile phone technology, either inside or outside of school time.

1. Advise the child not to respond to the message.
2. Refer to relevant policies including e-safety, anti-bullying and PSCE and apply appropriate sanctions.
3. Secure and preserve any evidence through screenshots and printouts.
4. Inform the sender's e-mail service provider if known.
5. Notify parents of all the children involved.
6. Consider delivering a parent workshop for the school community.
7. Inform the DSL.
8. Inform the police if necessary.
9. Inform other agencies if required.

Malicious or threatening comments are posted on an Internet site (such as social networking) about member of the school community (including pupils and staff).

1. Inform and request the comments be removed if the site is administered externally.
2. Secure and preserve any evidence.
3. Send all the evidence to CEOP at ww.ceop.gov.uk/contact_us.html.
4. Endeavour to trace the origin and inform police as appropriate.
5. Inform other agencies (child protection, Governing body etc).
6. Inform the DSL
7. The school may wish to consider delivering a parent workshop for the school community

You are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites or gaming) to make inappropriate contact with the child

1. Report to and discuss with DSL in school and contact parents.
2. Advise the child on how to terminate the communication and save all evidence.
3. Contact CEOP <http://www.ceop.gov.uk/>
4. Consider the involvement police and social services.
5. Inform other agencies.
6. Consider delivering a parent workshop for the school community.

You are concerned that a child's safety is at risk because you suspect they are playing computer games that are inappropriate or certificated beyond the age of the child

1. Report to and discuss with the DSL and contact parents.
2. Advise the child and parents on appropriate games and content.
3. If the game is played within school environment, ensure that the technical team block access to the game
4. Consider the involvement social services and child protection agencies.
5. Consider delivering a parent workshop for the school community.

You are aware of social network posts and pages created by parents about the school. While no inaccurate information is posted, it is inflammatory and disruptive and staff are finding it hard not to respond.

1. Contact the poster or page creator and discuss the issues in person
2. Provide central staff training and discuss as a staff how to behave when finding such posts and appropriate responses.
3. Contact governing body and parent association
4. Consider delivering a parent workshop for the school community.

All of the above incidences must be reported immediately to the Headmistress and DSL.

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

Cyberbullying

A whole-school community issue

Today's children and young people have grown up in a world that is very different from that of most adults. Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities; always on and always there. Above all, information communication technologies support social activity that allows young people to feel connected to their peers.

Unfortunately, technologies are also being used negatively. When children are the target of bullying via mobiles phones or the internet, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying, or be confident that the adults around them will understand it that way either. Previously safe and enjoyable environments and activities can become threatening and a source of anxiety.

As mobile phone and internet use become increasingly common, so has the misuse of this technology to bully. Current research in this area indicates that cyberbullying is a feature of many young people's lives. One study carried out for the Anti-Bullying Alliance found that 22% of young people reported being the target of cyberbullying.

This document explains how cyberbullying is different from other forms of bullying, how to respond and combat misuse through a shared responsibility, and how to promote and develop a culture of confident technology users to support innovation, e-safety and digital literacy skills.



A summary of the Department for Children, Schools and Families (DCSF) Guidance for schools on preventing and responding to cyberbullying, which was written in conjunction with Childnet International and published in September 2007. This document seeks to give practical advice to young people, their carers and school staff about the issue of cyberbullying.

What is Cyberbullying?

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Preventing Cyberbullying

The best way to deal with cyberbullying is to prevent it happening in the first place. The key first step is deciding who within the school community will take responsibility for the coordination and implementation of cyberbullying prevention and response strategies. It's best if this person is a member of the school's senior management team and/or the staff member responsible for coordinating overall anti-bullying activity. This person will need to have experience of making sure the whole school community contribute to, and are included in, activities.

There is no single solution to the problem of cyberbullying. These are the five key areas schools need to address together to put in place a comprehensive and effective prevention plan:

1. Understanding and talking about cyberbullying

The whole school community needs a shared, agreed definition of cyberbullying. Everyone needs to be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying. Young people and their parents should be made aware of pupils' responsibilities in their use of ICT, and what the sanctions are for misuse. Students and parents should know that the school can provide them with support if cyberbullying takes place out of school.

2. Updating existing policies and practices

Review and update the school's anti-bullying policy plus other relevant policies – for example, policies on behaviour, pastoral care and e-learning strategies. Review your existing Acceptable Use Policies (AUPs) the rules that students have to agree to follow in order to use ICT in school – and publicise them to parents and students. Keep good records of any incidents of cyberbullying. Be able to conduct searches of internet use records at school. Knowing that the school is taking such steps may act as a disincentive for bullies to misuse school equipment and systems.

3. Making reporting cyberbullying easier

No one should feel that they have to deal with cyberbullying alone, but reporting any incident of bullying can be really hard for the person being bullied and for bystanders. Provide and publicise different ways of reporting cyberbullying in schools – for instance, a student council taskforce, peer reporting, anonymous reporting – and provide information about contacting service providers directly.

4. Promoting the positive use of technology

Technology is successfully being used to support engaging, positive and effective learning, and to realise and increase the potential of personalised learning by making learning more flexible, creative and accessible. Explore safe ways of using technology with learners to support self-esteem, assertiveness, participation and to develop friendships. Promote and discuss 'netiquette', e-safety and digital literacy. Show learners that the adults in the school understand the technologies they use – or get the students to teach them!

5. Evaluating the impact of prevention activities

Regular reviews are vital to make sure that anti-bullying policies are working and are up-to-date. Consider conducting an annual survey of pupils' experiences of bullying, including cyberbullying, and a parent satisfaction survey. Publicise progress and activities to the whole-school community – keep cyberbullying a live issue and celebrate your successes!



Responding to Cyberbullying

Cyberbullying is a form of bullying, and therefore all schools should already be equipped to deal with the majority of cases through their existing anti-bullying policies and procedures. This section outlines key steps to take when responding to cyberbullying.

Supporting the person being bullied

- * Give reassurance that the person has done the right thing by telling someone, refer to any existing pastoral support/procedures and inform parents.
- * Advise on next steps:

- Make sure the person knows not to retaliate or return the message.
- Ask the person to think about what information they have in the public domain.
- Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).
- Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom.

* Take action to contain the incident when content has been circulated:

- If you know who the person responsible is, ask them to remove the content;
- Contact the host (e.g. the social networking site) to make a report to get the content taken down.
- Use disciplinary powers to confiscate phones that are being used to cyberbully. Ask the pupil to tell you who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

Investigating incidents

All bullying incidents should be properly recorded and investigated. Cyberbullying can be a very serious matter and can constitute a criminal offence. In UK law, there are criminal laws that can apply in terms of harassment or threatening and menacing communications.

* Advise pupils and staff to try and keep a record of the bullying as evidence. It can be useful to show parents, teachers, pastoral care staff and the police, if necessary, what has happened.

* Take steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

Working with the bully and sanctions

Once the person bullying is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required. Factors to consider when determining the appropriate sanctions include:

- * The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
- * The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?

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 into school.

Key Safety Advice

The whole school community has a part to play in ensuring cyber safety. Understanding children and young people's online lives and activities can help adults respond to situations appropriately and effectively. Asking children and young people to show adults how technologies and services work is a useful strategy that can provide an important learning opportunity and context for discussing online safety.

For children and young people

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
4. Block the bully – learn how to block or report someone who is behaving badly.
5. Don't retaliate or reply!
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
7. Make sure you tell:
 - an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
 - the provider of the service; check the service provider's website to see here to report incidents;
 - your school – your teacher can help you.

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

For parents and carers

1. Be aware, your child may as likely cyberbully as be a target of cyberbullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be

unwilling to talk or be secretive about their online activities and mobile phone use.

2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.

3. Use the tools on the service and turn on in-built internet safety features.

4. Remind your child not to retaliate.

5. Keep the evidence of offending emails, text messages or online conversations.

6. Report cyberbullying:

- Contact your child's school if it involves another pupil, so that they can take appropriate action.
- Contact the service provider.
- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.