St. John's School, Northwood

Anti-Bullying Policy
(Including policy on Cyber-Bullying)

Review cycle:	Every 3 Years
Last Review Date:	Jan 2019
Next Review Date:	Jan 2020
Staff responsible:	Mr R Phillips, Pastoral Committee
Governor responsible:	Lady Harding

THIS POLICY IS APPLICABLE TO ALL PUPILS, INCLUDING THOSE IN THE EYFS

ANTI BULLYING POLICY

This policy takes account of the DfE Guidance on:
- *[Preventing and Tackling Bullying (July 2017](#))*
- *[Cyberbullying: Advice for headteachers and school staff (2014)](#)*.

This policy should be read in conjunction with the *[E-Safety and Network Acceptable Use Policy](#)*

Introduction

At St. John's governors, staff, parents and children work together to create a happy, caring, learning environment in which respect for one another is actively promoted. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown that the extent of bullying in schools can be greatly underestimated. Although bullying is not a specific criminal offence, it may cause psychological damage, even suicide, and there are criminal laws which apply to harassment and threatening behaviour. This policy is available to all parents through the school's website and to staff in the staff handbook.

Objectives

At St. John's we believe every pupil has the right to enjoy his time at St. John's free from any form of intimidation and that they should feel safe and supported. The third school aim is 'To ensure that each pupil is secure, safe, happy and well cared for'. It is therefore of utmost importance that any suspected bullying incident is dealt with very seriously as the victim must feel the total support of the school and know that problems will be acted upon.

It is also important to educate the perpetrator so that he understands that what he has done is wrong. Bullying behaviour may be symptomatic of deep seated, sometimes unacknowledged unhappiness. The perpetrator should understand the seriousness of the situation and will not re-offend.

Aims
- To make it clearly understood by all members of the school community that bullying will not be tolerated at St. John's
- To prevent as far as is possible bullying taking place
- To respond effectively to particular incidents
- Through staff training and the curriculum, to raise awareness about bullying behaviour, challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help to build an anti-bullying ethos in the school

What is bullying?
There are many definitions of bullying, but most have three things in common:
- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can take a number of forms:
- Emotional: being unfriendly, excluding, tormenting, making threatening gestures
- Physical: pushing, kicking, hitting, punching or any use of violence
- Religious and cultural: e.g. disrespectful comments about religious practices
- Racist: racial taunts, graffiti, gestures
- Sexual/Sexist: sexual harassment in any form is bullying
- Homophobic: reference to , or focusing on, the issue of sexual orientation
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: involving the internet, email, text messaging, social websites, chat rooms and mobile phone calls. Misuse of camera and video facilities. (Deputy Head has DCSF guidance document: Cyber bullying)
- Special Educational Needs and Disability: drawing attention to or exploiting a person's disability to harm or upset them
- Physical appearance: making unkind comments about a physical condition (size, glasses etc)
- Because a child is adopted or is a carer

Remember
- That there is a difference between the premeditation of cruel words or violent actions and a spontaneous outburst. For this reason, bullying can be defined as the repeated behaviour by individuals or groups
- We consider bullying to be a very serious matter. We take into consideration not only the physical and emotional effects of bullying, but recognise they may cause psychological damage.

Possible signs of bullying ~ children may:
- Be unwilling to go to school
- Begin performing poorly in their school work
- Come home regularly with clothes and books damaged
- Become withdrawn
- Become distressed or stop eating
- Cry themselves to sleep or have nightmares
- Bed wet
- Have unexplained bruises or scratches
- Refuse to say what is wrong
- Lose belongings
- Become isolated at school

Who are the victims? Any child can be bullied. However, there are certain risk factors, which make the experience of bullying more likely. These include:
- Lacking close friends at school, lacking social skills
- Being shy
- Coming from an over protective family environment
- Being from a different racial or ethnic group to the majority
- Being different in some obvious respect from the majority
- Having special physical or educational needs
- Being a "provocative victim" – a child who behaves inappropriately with others
- Because he is adopted or a carer
- Be alert to pupils who may be vulnerable and at risk from bullying, in particular SEN/D pupils

Strategies for dealing with bullying

Prevention

Preventive measures are based on raising awareness amongst pupils, staff and parents. Everyone therefore should know what the policy is:

- Everyone has the right to feel comfortable, safe, at ease and happy in the school environment
- Bullying in its various forms will not be tolerated
- Anyone who is aware of bullying must report it – to a friend who can tell a teacher, to a teacher or other adult in school, to a parent.
- Bullying will be treated seriously
- Staff should minimise opportunities for bullying behaviour through vigilance and punctuality
- Staff and parents should monitor use of internet and e-mail
- The school takes part in National Anti-Bullying initiatives throughout the year
- Mobile phones are not allowed in school, these should be handed in to the office at the beginning of the day and reclaimed at home time as per the pupils' mobile phone policy

Class/Form Teachers have a key role to play in raising awareness amongst pupils when establishing expectations about behaviour within their form. **Assemblies, Circle Time, PHSCEE lessons and Class/Form Times** will be used to make children clear about the Anti Bullying policy and ensure that they understand what they should do if they are being bullied or they know someone is being bullied.

All Staff should be vigilant at all times. In the prevention of 'Bullying', staff are regularly made aware, updated and reminded to refer to the school's 'Anti-Bullying Policy' and pupil concerns in staff meetings, weekly pastoral briefings, pastoral committee meetings. Training is provided to staff throughout the year, during INSET and our online school provider 'Educare' on 'Bullying'. The DSL and DDSL receive training and updates during the year, through Hillingdon Borough County, local cluster meetings and face to face training.

Parents - The Parents' Handbook outlines appropriate action if parents feel their sons are unhappy at school. Parents are encouraged to inform the school as soon as they have any knowledge or any suspicion of bullying that may be happening. The school discusses the anti-bullying policy at the different parent information evenings throughout the year. They are also encouraged to raise questions on how to guard against bullying in these meetings.

Responses

The most effective way of dealing with bullying is to create an atmosphere in which it cannot flourish. It is important that all the boys are aware of the part they play when they find themselves as bystanders. Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people. The response should involve corrective action and supportive action both for the victim and the bully. Investigations of the reported bullying should have a high priority, but discretion is important. The children should know that there is always somebody ready to listen and to provide immediate support. A bullying incident should be treated as a child protection (CP) concern when there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm' (threshold for reporting to outside agencies.) Safeguarding Policy Page 7 2.3

https://docs.google.com/document/d/11N2vM5TBDb9CZ2J1t5SYvl14ovhvlXmX83vTzY4Yf4A/edit

Recommended procedure when an incident occurs:
The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Investigate the incident as soon as possible
- Arrange separate discussions with the victim and the accused bully. This will require patience and understanding. Remember – Listen, believe, act. Obtain witnesses if possible.

Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable. In some cases a verbal reprimand may be given and the class/form teacher involved. In more serious cases a record of discussions and actions will be taken and the Deputy Headmaster Pastoral/Head of Pre-Prep/Headmaster advised. Incidents of bullying will be recorded in the appropriate sections of the Pupil Profiles of the School Database and in the Serious Incident Folder. This record should furnish details of the incident and responses.

In serious cases these actions are implemented:

- The bully may be withdrawn from favoured activities, lose playtimes, or be excluded from school, depending on the perceived severity of the incident(s). An apology should be made to the victim.
- Class/Form teachers should be informed and colleagues should be made aware of the situation so that they may watch carefully for any recurrence (use Monday morning meetings)
- Continue monitoring the situation by observing of boys both inside and outside the classroom. Regular discussions with victim to ensure no repetition.
- As the behaviour of the bully improves, then favoured activities etc. can be reinstated and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.
- If necessary the procedures for dealing with major breaches of discipline as laid out in the 'Behaviour Policy' would need to be used. https://docs.google.com/document/d/1tkwxg-CoBclu1e1zNmdxtkPCVD wJCt2o21YZeiLrrRg/edit page 10-11

Procedures for Dealing with Major Breaches of Discipline

1. Withdrawal from the classroom for the rest of the day and a phone call to parents informing them of the problem.
2. A meeting with parents to explain the sanctions, and consequences if there is no improvement in behaviour (A letter will be sent to parents confirming the sanctions).
3. If the behaviour incident is deemed to be severe or recurring in the first instance a period of fixed inclusion will be the initial course of action. A meeting with parents will be held with the Headmaster, Deputy Head (Pastoral) or in the case of EYFS and KS1 pupils with the Head of pre-prep. Thereafter, if in the opinion of the Headmaster

and Deputy Head (Pastoral) the problem is severe or recurring then a fixed period of exclusion will take place.

4. If it is deemed more serious than stage four or occurs again then in consultation with the Governors, permanent exclusion will take place. Parents have the right of appeal to the Governors against any decision to permanently exclude.

N.B. If the Headmaster deems that the behaviour is of a very serious nature then it may result in the normal procedure outlined above being accelerated quickly through the stages or abandoned and a child may be excluded immediately.

The school will offer support to the bully through the tutor during form time, individual meetings and will educate them through the PSHCEE curriculum, assemblies and anti-bullying themes throughout the year. The Deputy Head Pastoral will meet and monitor the bully regularly and maybe implement a pastoral behaviour card, to assess progress in specific areas. If further concern is raised the Deputy Head (Pastoral) or Head of pre-prep will offer additional pastoral support through our school counsellor, in consultation with the Headmaster. The outside agencies could be contacted for further information, professional guidance and assistance on specific bullying issues.

The school will offer support where appropriate when bullying and cyber-bullying occurs outside school. This policy should be read in conjunction with the school's behaviour policy where it is explained how the school will create an environment of good behaviour and respect, and where the good role-modelling of staff and senior pupils is expected.

Cyber-bullying policy.

At St John's, governors, staff and parents recognise that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology both safely and responsibly whether at school or at home.

Aims
- To ensure that pupils, staff and parents are educated to understand what cyber-bullying is and what its consequences can be.
- safeguard the pupils in the real and virtual world
- To ensure that knowledge, policies and procedures are in place to prevent incidents of cyber-bullying in school or within the school community.
- To ensure that reported incidents of cyber-bullying are dealt with effectively and quickly.
- To monitor the effectiveness of prevention measures through the Pastoral Committee

Section A: What is cyber-bullying?

Cyberbullying can be defined in the following terms:

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

Mr Bill Belsey, creator of www.cyberbullying.org

There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the most common:

1. Text messages –threatening or abusive texts intended to cause upset– also included here is "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology).
2. Picture/video-clips via mobile phone cameras – images sent to others to make the victim feel threatened or embarrassed.
3. Mobile phone calls – silent calls or abusive messages; stealing the victim˙s phone and using it to harass others to make them believe the victim is responsible.
4. Emails – threatening or bullying e-mails, often sent using a pseudonym or somebody else˙s name.
5. Chat room bullying – menacing or upsetting responses to children or young people when they are in web-based chat room.
6. Instant messaging (IM) – unpleasant messages sent while children conduct real time conversations online using real time instant chat apps e.g BBM (Blackberry Messenger); MSM (Microsoft Messenger); Yahoo Chat; Whatsapp –although there are others
7. Bullying via websites/Apps – use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as Facebook, Twitter, Bebo, Myspace, Instagram etc

Cyber-bullying can:
- be used to carry out all the different types of bullying; an extension of face-to-face bullying, it can also go further in that it can invade home/personal space and can involve a greater number of people
- take place across age groups
- target school staff and other adults
- draw bystanders into being accessories
- include: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images ('happy-slapping'); manipulation

Procedures to prevent cyber-bullying:
- Staff, pupils, parents and governors to be made aware of issues surrounding cyber-bullying
- Pupils and parents are encouraged to report all incidents of cyber-bullying to the school
- Pupils will be involved in developing and communicating this policy through the school council and meetings between the Deputy Head and house prefects
- Pupils will learn about cyber-bullying through our SMART rules (from www.childnet.com) which are re-enforced in assemblies
- Pupils will discuss cyber-bullying in PSHCEE lessons and in assemblies.
- Pupils have an Acceptable Use Policy (AUP) (in their homework diary) to follow and use the SMART rules (poster in each classroom)
- Parents will be provided with information and advice on how to combat cyber-bullying through leaflets, recommended websites and biannual outside agency speakers (from childnet)

- Staff should protect themselves when taking images of children by always using a school camera and only downloading images onto the school network.
- Pupils should not be left unattended when using technology in parts of the school that are not classrooms i.e. library

Policies and Procedures
- Ensure regular review and update of existing policies to include cyberbullying where appropriate
- Provide opportunities for policies to be addressed and for children to be involved in the process of updating and improving them
- Keep good records of all cyberbullying incidents
- Keep AUPs under review as technologies develop
- Publicise rules and sanctions effectively
- The IT Department will use filtering, firewall, anti-spyware software, anti-virus software and secure connections to safeguard the pupils; in addition to monitoring the usage of the internet.

Promoting the Positive use of Technology

St John's will:
- Make positive use of technology across the curriculum
- Use training opportunities to help staff develop their practice creatively and support pupils in safe and responsible use.
- Ensure all staff and children understand the importance of password security and the need to log out of accounts.

What can you do?
- **Always respect others** - be careful what you do online, what you say and what images you send. Do not forward offensive material.
- **Think before you send**. What you send can be made public very quickly and could stay online for years.
- **Keep your password secure and private**. Don't let anyone use your passwords; give your mobile number or personal website address only to trusted friends.
- **Block the bully**. Most responsible websites and services allow you to block or report someone who is behaving badly.
- **Don't retaliate or reply!** Replying to bullying messages is just what the bully wants.
- **Save the evidence**. Learn how to keep records of offending messages, pictures or online conversations. These will help you to demonstrate to others what is happening, and can be used by the School, internet provider, mobile phone company or even the police, to investigate the cyber bully.
- **Make sure you tell**. You have the right not to be harassed and bullied online

Useful Websites
- http://www.childnet.com/
- http://www.chatdanger.com/
- http://www.kidsmart.org.uk
- http://www.safekids.com/
- http://www.thinkuknow.co.uk

Section B: Responding to cyber-bullying

Most cases of cyber-bullying will be dealt with through the school's existing anti bullying policy and behaviour policy.

Investigation

Staff and pupils should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save and forward to staff whole email messages.

If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: Internet Watch Foundation (www.iwf.org.uk/), the local police or the London Safeguarding Children Board Officer

Some features of cyber-bullying differ from other forms of bullying and may prompt a particular response. The key differences are:
- impact: the scale and scope of cyber-bullying can be greater than other forms of bullying
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets (it is possible that a member of staff may be a victim)
- location: the 24/7 and anywhere nature of cyber-bullying
- anonymity: the person being bullied will not always know who is bullying them
- motivation: some pupils may not be aware that what they are doing is bullying
- evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence
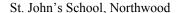
Support for the victim
- Offer emotional support; reassure them that they have done the right thing in telling
- Advise the victim not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff
- Advise the victim to consider what information they have in the public domain
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it Alternatively, contact the host provider and make a report to get the content taken down
- Confiscate the mobile phone and ask the pupil to delete the offending content and say who they have sent it on to
- Contact the police in cases of actual/suspected illegal content
- In some cases, the person being bullied may be able to block the person

Working with the bully and applying sanctions
The aim of the sanctions will be:

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

Sanctions for any breaches of Acceptable Use Policy will be applied. In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was either unintentional or was in retaliation. The outcome must include helping the bully to recognise the consequence of his actions and providing support to change his attitude and behaviour.

Record Keeping
A record of cyber-bullying incidents is kept in the Deputy Head's (Pastoral) office.

Review issues:

- Evaluate the effectiveness of prevention measures
- Relate to latest ISI framework
- Identify areas for improvement and incorporate children's ideas
- Conduct an annual evaluation including a review of recorded cyber-bullying incidents, a survey of pupil and staff experiences and a parent satisfaction survey

REMEMBER THAT THE WORST REACTION TO BEING TOLD ABOUT BULLYING IS TO DO NOTHING.