



LANCING COLLEGE PREPARATORY SCHOOL AT WORTHING

ANTI-BULLYING POLICY (Including Cyber-bullying)

Introduction

This policy applies to the whole school, including the EYFS.

Reviewed in September 2017 by Heather Beeby and Keith Richards

Next review due: Before the start of the Autumn Term 2018

This policy should be read in conjunction with:

The Positive Behaviour Policy, including rewards and sanctions and exclusion,

The PSHE schemes of work

The Safeguarding Policy, and

The Promoting Fundamental British Values Policy

Responsibilities

The Head has overall responsibility for the positive behaviour of the children in the School which includes the prevention of bullying. On a day to day basis this responsibility is delegated to the Senior Master in the Prep and Pre-Prep School and the Head of EYFS.

It is the responsibility of all adults to implement the Anti-bullying Policy consistently throughout the school.

Overview and Definition

The aims and objectives of this policy are to ensure that every pupil feels safe within the school environment. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. All pupils should know what to do if they are being bullied and should feel confident that if they are being bullied something will be done to stop it immediately.

Pupils are taught that bullying is “any behaviour or action repeated over a period of time, which intentionally hurts to another pupil or group physically or emotionally, and is often motivated by prejudice against certain groups”. Bullying comes in various forms. It can happen at any time and in any place around the school. Bullying is extremely serious, whether physical or emotional. It can cause lasting psychological damage and in the worst cases suicide. We have a zero tolerance approach to bullying.

Bullying may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email. Please see section on Cyber –bullying later in this policy.

Great discretion is needed when judging behaviour: isolated incidents of name calling are sometimes bad behaviour rather than bullying and the hiding of other children’s possessions is not always bullying.

Pupils understand our Anti-Bullying Code and the part that they play in preventing bullying including when they find themselves as bystanders. They also understand that they need to tell someone they trust if they are a victim or if they witness any bullying behaviour.

Incidents of misbehaviour and bullying are recorded by the Senior Master and teachers in our *Pupil Notes* and *Sanctions Imposed for Serious Misbehavior File* and thus patterns can be identified and cross referenced. The monitoring and prevention of bullying is a high priority for us and in our small family school it is unusual and therefore usually relatively straightforward to deal with. It is the duty of any member of staff to ensure that they inform the Senior Master immediately if they suspect bullying is taking place.

In the EYFS, issues of bullying will be dealt with by the Head of EYFS. The Head of EYFS will inform any other member of staff as necessary, including the Senior Master, and keep an anti-bully log so that patterns in bullying behavior can be identified and appropriate action taken. This forms part of the observations for Personal, Social and Emotional development looking particularly at managing feelings and behaviour, and making relationships.

The school uses a wide range of opportunities to promote good behaviour, respect and tolerance, and provide pupils with the opportunity to discuss issues, such as differences between people and the importance of avoiding prejudice based language. We also aim to build our pupils’ resilience so that they can protect themselves and their peers through their education and information. These opportunities can be taken, for example, in PSHE lessons, assemblies, tutor time and circle time, and some lessons, such as RS and English. All these are led by caring and supportive staff.

Any form of bullying is unacceptable and the consequences are made clear to both the bully and his/her parents. Each case of bullying is rigorously dealt with and both the victim and the bully are given as much support as possible to prevent any reoccurrences. We want to make sure that our pupils enjoy and respect each other as well as feel good about themselves.

Every classroom displays our Anti-Bullying Code and part of our induction programme for every child at the beginning of the academic year focuses on this code alongside our Code of Conduct:

Anti-Bullying Code for LPW

What is bullying?

Bullying is persistent action taken by one or more people with the deliberate intention of hurting another person, either physically or emotionally. It can take many forms; racial, religious, cultural, sexual, sexist, homophobic, cyber and the bullying of disabled children or those with special educational needs.

How can we recognise bullying?

Bullying can be:

- *Physical: pushing, kicking, hitting, punching or any use of violence*
- *Verbal: name calling, banter, sarcasm, teasing, discriminatory remarks and threatening comments*
- *Emotional: excluding someone from a game or activity, spreading rumours or tormenting (e.g. hiding books, threatening gestures) intimidation*
- *Cyber: hurtful comments on social media including Facebook, Instagram, Snapchat and chat rooms*

*Every child, teacher and parent has a **responsibility** to ensure that bullying is not tolerated and every member of our community is **entitled** to the respect of others regardless of their differences.*

If you are concerned about bullying behaviour towards you or another pupil whilst you are a member of our community; please speak to someone you trust immediately. This could be a close friend, your form teacher, Mr Richards or any adult in the school.

We can help; you never need to suffer in silence.

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Examples of bullying behaviour:

Physical: pushing, kicking, hitting, punching or any use of violence.

Verbal: name calling, sarcasm, 'banter', spreading rumours, teasing.

Emotional: excluding, tormenting (e.g. hiding books, threatening gestures) intimidation.

Religious and Cultural: including verbal.

Racist : racial taunts, graffiti, gestures

Sexual: unwanted physical contact or abusive comments.

Homophobic: unwanted abusive comments

Gender: male/female/transgender

Cyber (use of ICT): mobile phone, internet, chat rooms, websites, digital cameras.
For more information on cyber-bullying please refer to the end of this document.

Disability: unwanted physical, verbal or emotional actions relating to disability.

Special Educational Needs: verbal comments and/or abuse directed at a person's special educational needs.

Personal: comments about home background, for example if a child is adopted, or about a child's carer.

Children who bully

Those involved in bullying often find it difficult to control some aspects of their character. They may feel empathy or guilt about what they are doing to others, and may themselves be victims of bullying.

We understand the need to help both the victim and the bully. The bully needs to accept responsibility for his/her action whilst understanding what went wrong. S/he must be provided with support so as not to repeat offensive behaviour. Some children who bully suffer from low self-esteem and part of the healing process will involve strategies to help with this. At times blame is not one sided and the full truth may sadly never be fully established. Exclusion is extremely rare and sometimes counselling may need to take place.

Identifying victims of bullying

Victims of bullying may be pupils who are new to class/school, different in speech or appearance, suffer from low esteem, nervous/anxious or they may demonstrate reactions which 'entertain' other children when teased or provoked.

Children who are being bullied may exhibit:

- Unwillingness to return to school
- Excessive anxiety
- Becoming inward and quiet or reluctant to say what is wrong

- Books, bags or belongings suddenly going missing
- Change to established habits
- Low/diminished self confidence
- Frequent visits to the front office with headaches, stomach aches etc.
- Unexplained cuts and bruises
- Frequent absences or late arrivals to class
- Displaying repressed body language and poor eye contact.
- A desire to move places in class

There may be other causes which lead to the above or a combination of the above and any signs of these should be investigated by parents and teachers.

Cyberbullying

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to hurt or upset someone else. Cyberbullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. Cyberbullying may involve the use of email, VLEs, chat rooms, web sites, social networking sites, mobile phones, digital cameras, games and virtual world sites.

Some features of cyberbullying are different from other forms of bullying: Cyberbullying can take place 24/7, intruding into the home and places that have previously been regarded as safe and private.

The audience can be very large and rapidly reached. The difficulty in controlling electronically circulated messages means that the scope and scale of cyberbullying can be greater than for other forms of bullying.

The profile of the person being bullied and bully may not rely on traditional power imbalances.

The target of the bully will have evidence of its occurrence through the 'digital footprint', which can potentially be used as evidence.

There may not be a clear intention to hurt or distress, in some cases. The person responsible may not realise that remarks are publically accessible or persistent or the amplified effect that technologies produce

Cyberbullying and the Law

Whilst there is not a specific criminal offence called cyberbullying, activities can be a criminal offence under a range of laws including:

The Protection from Harassment Act 1997

The Malicious Communications Act 1988
Section 127 of the Communications Act 2003
The Public Order Act 1986
The Defamation Acts of 1952 and 1996 4.

Acceptable Use Policies

These govern both pupil and staff use of technologies. All pupil and staff users of ICT within the College agree to abide by and within these policies.

The policies scope includes:

Rules on the use of equipment, software and network access provided by the school (e.g. iPads, VLE, internet access).

The use of staff and pupil owned equipment and internet access routes, where they are used on school premises (e.g. mobile phones, laptops, digital cameras).

Acceptable behaviour for pupils and employees, including behaviour out of school where potential harm to others or bringing the school into disrepute might be occasioned.

Combatting Cyberbullying

All pupils in the Prep School are trained in E-Safety awareness, including age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information / photographs.

An annual *E-Safety Training for Parents* morning at Lancing College invites parents of pupils in Years 7 and 8 to develop their awareness of E-Safety. Our police liaison officer is invited to speak to all our parents about E-safety annually.

A number of staff have undertaken specific online safety safeguarding training including the Head and the Senior Master. This has been cascaded to the staff.

The School's Police Liaison Officer talks with Years 7 and 8 about cyberbullying and the law annually.

The Positive Behaviour Policy, the Code of Conduct, Acceptable Use Policies and the Child Protection (Safeguarding) Policies all outline school guidance and information relevant to cyberbullying.

The College's commitment to the ICT infrastructure, to developing teaching and learning strategies using the VLE and iPads and to fostering independent learning

ensures that engaging use of technologies is supported and the positive use of technology is modelled through safe and effective practice.

Pupils are taught how to keep themselves safe when using ICT and are aware of their responsibilities in their use of such technologies.

The school's technical provision and infrastructure filters and monitors inappropriate content and alerts the school to safeguarding issues; and the IT Department at Lancing College are active in flagging concerns.

The expertise of the Director of IT at Lancing College is available to be used in taking a lead on incidents of the misuse of ICT and in overseeing anti-cyberbullying activity. The school has robust data protection policies and the management of personal data is in line with statutory requirements.

Procedures for dealing with cyberbullying

Teachers should respond as for any bullying incident with the addition that:

The victim should be advised to keep any records of the abuse – text, emails, voice mail, web site or instant message. Screen shots should be taken of messages or web pages and a careful record taken of time, date and site address.

The member of staff should collect such information as is immediately available (e.g. copies of emails, text messages, photos) and pass on this material/ evidence to those undertaking further investigation.

The victim should be advised not to retaliate to incidents.

If brought into school, a phone / iPad/ other device which is deemed likely to have been used in cyberbullying should be removed from the likely perpetrator and may be searched.

The list of appropriate people to whom such an incident be reported would include the Director of IT at Lancing College.

Procedures to follow when reporting bullying

Any staff member suspecting that a child is being bullied or seeing clear evidence of bullying, including cyber-bullying, must report this immediately to the Senior Master or the Head of EYFS who will report it to the SMT. A record is made in the *Pupil Notes* for all children concerned (unless they are in the EYFS in which case the note will be made in the anti-bullying log) and in the *Record of Sanctions for Serious Misbehaviour* as and when sanctions are applied. This ensures that bullying issues can

be monitored and patterns identified. It also enables us to note the effectiveness of the approach adopted by the School.

Sanctions

For bullying these could range from a quiet word with those involved to expulsion, depending on the nature of the incident and the previous record of those involved. Other responses might include hourly report cards, detention, suspension or a combination of these.

In the case of cyberbullying, any of the above might be deemed appropriate, as might circumscribed use of the College network.

In all bullying incidents, parents are involved / informed of concerns at the earliest opportunity and partnership with parents is seen as crucial in making sure that pupils are clear about the part they can play in preventing bullying, including when they find themselves as bystanders.

In particular circumstances, if the law has been broken in a bullying incident, the College will refer the matter to the police. Where it is unclear whether the law has been broken, the College will seek the guidance of the College's Police Liaison Officer in order to inform a response.

A child protection referral will be made in respect of a bullying incident where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm. In this instance a record would be made by the Senior Master in the Child Protection file and normal child protection procedures would apply.

Sometimes the bullying behaviour is so serious that a pupil needs to be removed from the school for the protection of others in the community. The School's view is that a pupil who persistently makes life miserable for others should not expect to remain at the School.

Please also refer to the Positive Behaviour Policy including rewards, sanctions and exclusion.

The Head has the ultimate responsibility for the welfare of the pupils. Her say on all matters is final.

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We have a community based on respect, good manners and fair play. We strive for an environment free from disruption, violence and harassment so that all our pupils can fulfil their potential. They should care and support one another and it is essential that school and home have high expectations of behaviour.

Bullying and discrimination will not be tolerated at Lancing Prep at Worthing. We treat our pupils and parents fairly and with consideration, and we expect these views to be reciprocated.

Where necessary we will apply the sanctions described in our anti-bullying policy for behaviour that we deem constitutes bullying or harassment of any kind.

Our Anti-Bullying Policy was written with reference to the DFE schools policy on "Preventing and Tackling Bullying "(2011)

Guidance can also be sought by using the DFE guide "Behaviour and Discipline in school" 2012.

Keith Richards, September 2017