



ANTI-BULLYING POLICY (INCLUDING CYBER-BULLYING)

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Linked External Documents	

Roles and responsibilities

The Sub-Warden is responsible for creating, implementing and maintaining this policy, as well as being responsible for all of the operational matters associated with this policy.

The Sub-Warden ensures that all of the teaching staff understand the policy and their responsibilities within it and that the policy is consistently implemented in all departments, including identifying training needs.

All **Teaching Staff** must understand their responsibilities defined in the policy and seek to carry out the requirements, seeking support from the Sub-Warden where needed.

The Warden approves this policy.

Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

A single incident with these intentions can also be considered as bullying. Bullying can take place either face to face or online.

More generally, all unkindness is behaviour of a bullying type. It is unacceptable in the school community, and it will be addressed directly and immediately in all circumstances.

This policy outlines what we expect from all our pupils in terms of their behaviour. It extends to all members of our school community and is written in line with the School's values, which are based on the Christian principles on which the School was founded and which, through Chapel, remain central to the life of the School.

Integrity: the value of honesty to ourselves and to each other

- we seek to earn and to deserve the trust of others, by acting rightly and justly;
- we take responsibility for our words and actions;
- we acknowledge our mistakes, and we learn from them;

Kindness: the value of love

- we feel and show compassion for others, always listening and seeking always to understand;
- we value, respect and include others without regard for differences;
- we treat others as we would have them treat us;

Courage: truthfulness to our values at the testing point

- we stand up for what we believe to be right, speaking up for ourselves and for others;
- we seek to bring out the best in others;
- we persevere with resilience, with forgiveness and with patience.

Statement of intent

St Edward's is committed to providing a caring, supportive and safe environment for all pupils so they can learn and thrive in a relaxed and secure atmosphere, where fairness and respect are valued, and prejudice is challenged. There is a very clear emphasis on kindness, tolerance, courage, understanding and acceptance of difference.

Every pupil should feel safe to learn and be safe from victimisation and discrimination in class or outside, in the Houses and on activities and trips.

If behaviour of a bullying type does occur, pupils are encouraged to have the courage to speak up to a member of staff including, but not limited to, their HM, AHM, RT, Tutor, House Matron, House Nurse, School Psychologist, School Counsellor, and senior member of staff such as the Deputy Head Pastoral, Deputy Head Safeguarding or Sub-Warden. To encourage this, we strive for every incident to be dealt with sensitively but thoroughly and without delay.

All teaching and non-teaching staff are trained through inset training to have an understanding of what bullying is. Staff should know what the school policy is on bullying and follow it when bullying is reported. Furthermore, through discussions in school and information for parents, all pupils and parents are encouraged to understand the school policy on bullying, and what they should do if bullying arises.

All members of the community should be assured that when there is bullying or behaviour of a bullying type, and we have knowledge of it, it will not be tolerated, and appropriate action will be taken.

Bullying can be:

<i>Emotional</i>	being unfriendly, excluding, tormenting (e.g. hiding/damaging possessions, commenting on someone's appearance or intelligence), using threatening gestures, sending (at times anonymous) hate mail (e.g. by mobile phone text messaging, email or social media) or making any other inappropriate commentary about another person
<i>Physical</i>	pushing, kicking, hitting, punching or any use of physical force
<i>Verbal</i>	name-calling, sarcasm, spreading rumours, teasing, insults, threats and ridicules
<i>Cyber/online</i>	by mis-use of the internet, social media accounts, mobile telephones, whatsapp groups, text messages, photographs and email

<i>Sexual</i>	unwanted physical contact or sexually suggestive and/or abusive comments
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Some of the differences and reasons someone might be bullied are:-

<i>Racial</i>	because of or focussing on a person's race, religion or culture
<i>LGBTQ+</i>	because of or focussing on the issue of sexuality - encompasses a range of negative attitudes and feelings toward people who identify or are perceived as being lesbian, gay, bisexual or transgender
<i>Disability</i>	because of or focussing on a person's disability, learning difficulty or special educational need
<i>Other</i>	because of or focussing on a person's gender, home or economic circumstances, health or appearance

Why is it important to respond to bullying?

No one deserves to be a victim of bullying; everybody has the right to be treated with respect. and bullying can cause serious, lasting psychological damage.
Signs and symptoms that could indicate bullying are in Appendix B.

Our response to bullying

Our general response to an incident of an unkind or anti-social nature takes into account an ethos of non-confrontation and attempts to reconcile the victim and the perpetrator through a process of education, mediation and support.

If this does not stop the anti-social behaviour, or if the initial incident is judged to be sufficiently serious, a formal sanction will be applied via the Sub Warden. The Sub-Warden will be informed about all incidents of unkindness and bullying through their recording on the School's databases.

Intention

Not all unpleasant behaviour may be deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to repeated advice, warnings or sanctions to improve their behaviour and attitude towards others, would ultimately be asked to leave the School.

Procedures in responding to bullying

Initial fact finding. In most cases it is helpful for those involved and any witnesses to write down what occurred. This should be done as soon as possible after the incident and reported to the HM or organised by the HM. Depending on the incident, the victim and the perpetrator may need separating and management put in place so that they do not meet either in person or online. From the outset a victim, perpetrator and possibly witnesses will need support.

HMs and other appropriate staff will, in the first instance and unless the incident is very serious, help pupils to understand how bullying has a negative impact on the mental health of victim involved. An attempt will be made to reconcile the situation via mediation and understanding. The perpetrator/perpetrators may also be asked to make a sincere apology, verbally or in writing. The situation will be monitored to ensure that it has been resolved.

If the mediation process fails and the problem persists or if the individual incident is judged to be sufficiently serious, HMs will liaise with the Sub-Warden. As appropriate, disciplinary action may be taken by the School. Such sanctions have three main purposes, namely to:

- Impress on the perpetrator that what he/she has done is unacceptable.
- Deter him/her from repeating that behaviour.
- Signal to other pupils that the behaviour is unacceptable and deter them from behaving in this way.

The following **disciplinary steps** can be taken:

- Banning pupils from areas of School (or in House) and/or detention or gating may be imposed.
- In cases of cyber-bullying it might be considered that the pupil should not have access to social media or a mobile phone.
- In serious and/or persistent cases, suspension, exclusion and/or police involvement will be considered if the impact has serious consequences for the mental health of the victims and peers involved.

The Warden will always be consulted if there are grounds for formal exclusion on a temporary or permanent basis.

It is also possible that the alleged perpetrator will be asked to go home with their parents or guardians without prejudice whilst the incident is investigated.

It is important that parents are kept informed. The parents of the perpetrator and the victim have an equal right to be informed of bullying incidents.

Ongoing support needs to be put in place for any victim and perpetrator. This could involve the School Counselling Service through the School Psychologist.

HMs will monitor and review bullying incidents with victims and perpetrators after a suitable time period.

A report of all bullying incidents is kept by the Sub-Warden in case of future incidents and to identify trends. The recording of bullying incidents is as follows:

- Incidents of unkindness are recorded on ISAMS by teachers and House staff.
- Bullying incidents are recorded on ISAMS by the Director of Behaviour and Standards or Sub-Warden.
- Safeguarding incidents are recorded on CPOMS.

Bullying that constitutes 'child on child' abuse in the form of any kind of sexual harassment will be treated as a child protection concern when there is cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases, the Designated Safeguarding Lead will be informed and will follow procedures according to the latest version of KCSIE and the School Safeguarding Policy. Children's social care and/or the Police may be consulted/informed if the incident is considered sufficiently serious to others involved.

Monitoring, Evaluation and Review

This policy will be reviewed annually and its implementation and effectiveness assessed. Action will be taken, as appropriate, to address any problems identified as a result of this monitoring process. The policy will be promoted and implemented throughout the school. Pupil feedback will be sought at regular intervals through the Wellbeing curriculum delivery and through the use of the annual Pupil Survey and regular Pupil Voice forums.

Appendix A: Cyberbullying

This is sending or posting harmful or cruel message or images using the Internet, social media or other digital communication devices. It is the use of IT, commonly a mobile phone or the internet, deliberately to upset someone else.

- It 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.
- It can take place across age groups and school staff and other adults can be targeted.
- It can draw bystanders into being accessories.
- It includes: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion or peer rejection; impersonation and unauthorised publication of private information or images.

Cyberbullying differs from "ordinary" bullying and can have a far greater impact because of a number of factors including:

- Invasion of personal space – the victim can never escape it (including possibly, during holidays).
- The potential anonymity of the bully.
- The ability to broadcast upsetting messages and images rapidly to a potentially wide audience and to continue to do so repeatedly over a long period of time.

- Other pupils, who may not normally become involved in bullying behaviour, may be drawn in unwittingly by, for example, forwarding or circulating an image or message.

Categories of cyberbullying

1. Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
2. Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. Filming and sharing physical attacks.
3. 'Sexting' is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults; that is a form of child sexual abuse and must be referred to the police.
4. Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
5. Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
6. Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
7. Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. Snapchat etc.).
8. Bullying via websites includes the use of defamatory blogs, personal websites and online personal polling sites. Pupils who set up website pages and invite others to post derogatory comments about a pupil. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying. Pupils posting fake and/or offensive photographs of the victim via a social networking site, email or mobile phone. Pupils hacking into social networking sites and removing and circulating material, which may be embarrassing or personal.

Responding to cyberbullying

Most cases of cyberbullying will be dealt with through the procedures outlined in the Antibullying policy:

- Staff and pupils should 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.
- Advise the person being bullied not to retaliate or reply.
- Advise the person to consider what information they have in the public domain.
- Unless the victim sees it as a punishment, they may be advised to change their mobile phone number.
- 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.
- In some cases, the person being bullied may be able to block the person bullying them from their sites and services.
- The bully may have their access to St. Edward's network restricted and/or their laptop or other devices confiscated.

Note: It is within the rights of an adult to keep hold of the mobile phone of a pupil if they feel it has offensive/inappropriate content on it. The Education Act 2011 provides that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Warden or Sub-Warden, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone, **If the incident involves indecent images, then do not view the images. Report the incident without delay to the Deputy Head Safeguarding, Sub-Warden or a Deputy DSL, who then have specific procedures to follow.**

Appendix B: Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs in a pupil:-

- changes their usual routine
- is unwilling to go to School or frightened moving around school (school phobic)
- begins truancy
- becomes withdrawn, anxious, nervous or lacking in confidence
- starts stammering
- attempts or threatens suicide
- runs away
- feels ill in the morning / feigns illness
- school work deteriorates / inability to concentrate in class
- has possessions "go missing" or damaged
- asks for money or starts stealing money (to pay bully)
- has money continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- has started to bully other pupils
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

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

Why incidents might not be reported:

Victim: There are many reasons why a student who has suffered bullying may be reluctant to report it. They may become demoralised and may say, for example:

- the stigma of being called 'a snitch'
- the things they are saying and doing are too embarrassing to discuss with an adult
- it is all my fault anyway for being overweight/too studious etc
- there are too many of them; there is nothing the staff can do
- it will get back to my parents and they will think less of me
- I will just try and toughen up and grow a thicker skin
- I will lie low and not audition for a part in the School play etc

Witnesses:

There are also reasons why a student who has witnessed or learned of bullying behaviour may not want to make a report. They may say:

- it is "snitching" and I will become unpopular
- it is not my concern anyway
- I don't like the victim and I would find it embarrassing to be associated with them.

Appendix C: Pupil Support

Pupils who have been bullied will be supported by:

- Offering the immediate opportunity to discuss the experience with their House Staff, Tutor, Nurse, Counsellor or member of staff of their choice.
- Senior pupils and Peer Listeners may also be a good source of help.
- Reassuring the pupil of continuous school support.

Pupils who have bullied will be supported by:

- Offering the immediate opportunity to discuss the experience with their House Staff, Tutor, Nurse, Counsellor or member of staff of their choice. Senior pupils and Peer Listeners may also be a good source of help
- Reassuring the pupil that the School will offer continuing support but that behaviour must change or the place of the pupil in the school is in jeopardy

Follow up:

- It is essential that the victim and the perpetrator are seen later to ascertain if the situation has improved.
- There must be ongoing vigilance and each case must be monitored to ensure repeated bullying does not take place.

Appendix D: How we positively build a tolerant and inclusive community

St. Edward's is a residential community. Pupils at St. Edward's are expected to behave in a way that shows respect and consideration for themselves, for their fellow pupils, and for the School community as a whole.

When pupils arrive at St. Edward's, time is spent carefully explaining the School values and expectations, with a focus on responsible behaviour and on kindness, tolerance, courage, understanding and the celebration of difference.

Additionally, to prevent bullying from occurring, the School implements the following:

- discussion of bullying during wellbeing lessons and assemblies
- an active focus on the times and places bullying is most likely to occur
- staff training on how to prevent and deal with bullying
- creating a culture of bystander intervention and speaking up against any form of bullying
- discussion of bullying at pupil meetings (School Prefects, Heads of House, Peer Listeners)
- discussion of bullying at HMs meetings, Matron Meetings, House Core Team meetings, DSL meetings, house meetings and the Pastoral Steering Group.

Appendix E: Useful websites:

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.childline.org.uk

www.youngminds.org.uk

www.youngstonewall.org.uk

www.nspcc.org.uk

www.childnet-int.org

www.cyberbullying.org

www.thinkuknow.co.uk

<https://www.kidscape.org.uk/>