



Heathfield Knoll School

Anti-Bullying Policy

This policy is supported and complemented by the following policies:

- Accessibility
- Alcohol and Tobacco
- Anti-Racism
- Behaviour, Discipline and Exclusions
- Complaints
- Equal Treatment
- ICT Acceptable Use (Pupils)
- ICT Acceptable Use (Staff)
- Mobile Phone and PED
- Preventing Extremism and Radicalisation
- PSHE
- Safeguarding and Child Protection
- Sex and Relationships
- Social Media

Key personnel:

Headmaster	DDSL	Lawrence Collins
Deputy Headmaster	DDSL	Mark Stubbs
Head of Wellbeing	DSL	Teresa Stooksbury
Upper School Coordinator		Joanna Tidmarsh
Middle School Coordinator		Adam Jackson
Lower School Coordinator		Hannah Griffiths
Head of EYFS		Celia Swain

This document is reviewed annually by L Collins, Headmaster or as events or legislation change require.

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Contents

1. Introduction.....	3
2. Definitions.....	3
3. Signs and Symptoms.....	4
4. Procedures for dealing with bullying: what to do if you think a child is being bullied.....	5
4.1 Middle and Upper School	5
4.2 Lower School and EYFS.....	6
5. Dealing with incidents of bullying	7
6. Cyberbullying	9
6.1 Definition.....	9
6.2 Strategies to address and prevent cyberbullying	9
6.3 Recording and reporting of cyberbullying.....	10
7. Monitoring, evaluation and review	10
8. References and Further Reading	10

1. Introduction

This policy is written in support of the school's aims and vision, and in the spirit of the Every Child Matters initiative in which we strive to ensure that all children attending the school are: i) healthy; ii) stay safe; iii) enjoy and achieve, iv) make a positive contribution and v) achieve economic wellbeing.

The aim of the Anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment where they feel secure and able to express themselves freely, where they can form relationships and learn at their own pace and without anxiety. The policy has regard to current DfE guidance – click on the link below to see each one.

Preventing and Tackling Bullying: for School Leaders July 2017

Cyber bullying advice for Head teachers and school staff (2014)

Advice for parents and carers on Cyber bullying (2014)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>,

Anti-social behaviour affects everyone; it is unacceptable and will not be tolerated. We believe that only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Heathfield Knoll School.

All staff and parents must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. The consequences of bullying may be very serious and can cause psychological damage therefore we take it very seriously, taking action to reduce the risk of bullying at times and in places where it is most likely. We do not sanction any initiation ceremonies intending to cause pain, anxiety or humiliation, and pupils must be encouraged to report all instances of bullying. Therefore as a school we are committed to raising awareness of all staff, both teaching and non-teaching, through training to be equipped to identify and deal with all incidents of bullying, and more importantly, to prevent it.

This policy applies to all members of our school community, including those in our EYFS setting.

Heathfield Knoll School is fully committed to ensuring that the application of this Anti-bullying Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Treatment Policy document.

Heathfield Knoll School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

2. Definitions

Any behaviour which is threatening or makes an individual feel unhappy, uncomfortable or intimidated in school is clearly not acceptable. Such behaviour *may* be regarded as bullying. Most bullying has three things in common:

- It is deliberately hurtful behaviour
- It is repeated over a long period of time
- It is difficult for those being bullied to defend themselves

Bullying *may* be:

- Emotional or psychological, – being unfriendly, excluding, tormenting, threatening gestures.
- Physical – pushing, kicking, hitting, punching, tripping or any use of violence.
- Verbal – name-calling, sarcasm, spreading rumours or teasing.
- Damage to property or theft
- Racial, religious or cultural – taunts, graffiti, gestures, insulting remarks on racial, religious or cultural grounds.
- Sexual – unwanted physical contact or sexually abusive comments.
- Homophobic/transphobic – focus on the nature of a person's sexuality.
- Disability related – focus on an individual's disability
- Cyber – all areas of internet, such as email and internet chat room misuse. Threats by text messages and phone calls. Misuse of associated technology such as cameras and video facilities.

When you have to assess the seriousness of an incident and whether or not something is bullying, think carefully about the power relationship between the children. Has the pupil experiencing it said that they don't like it? Does it involve a number of children ganging up on an individual? Does it target an aspect of their appearance, who they are or their personality?

Banter involves people with equal power, where there is no hurt involved and no intent to cause harm. As soon as the power shifts or hurt is felt or intended, then our alarm bells should sound because it is moving towards something harmful and potentially towards bullying.

This is not to say children can't make jokes, but that we must all be aware of the way that power dynamics and context can affect the impact of our words and cause harm to others.

3. Signs and Symptoms

A child may display signs or behaviour that might indicate that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) or takes unusual absences
- begins to truant
- 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
- feels ill in the morning
- feigns illness
- begins to do poorly in school work
- 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 money continually 'lost'
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's 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
- stops eating

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

There may be evidence of changes in work patterns, lacking concentration or truanting from school. Victims of bullying may experience many immediate mental or physical health-related consequences and may suffer from anxiety disorders and depression. In extreme cases they are at risk of committing suicide.

Pupils who bully others may also experience short and long term consequences of their bullying behaviour. They may become depressed as a result of their actions.

The Public Order Act 1986 made it an offence to use towards another person threatening, abusive, or insulting words or behaviour. It is a similar offence to distribute or display anything that is threatening, abusive or insulting.

A further offence of intentionally causing harassment was introduced by the Criminal Justice and Public Order Act 1994.

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

4. Procedures for dealing with bullying: what to do if you think a child is being bullied

In the first instance, it is important to make it clear to the victim that revenge is not appropriate, and to the bully that his/her behaviour is unacceptable, and has caused distress. Every effort is made to resolve the problem through counselling of both parties.

At this stage, parents of both parties are informed of what has happened and how it has been dealt with. It is vital that everything that happens is carefully recorded in a clear factual way.

If the bullying behaviour continues, and counselling (for example, from a Form Teacher or School Coordinator) has not worked, then appropriate sanctions will follow.

4.1 Middle and Upper School

Pupils are told...

If you are being bullied, or you know someone else is, please tell a member of staff straight away and it will be dealt with.

Not telling means the victim will continue to suffer and the bully will carry on, probably with others too. We all have a responsibility to ensure that bullying is not allowed to continue in our school.

Specific people who may be able to help:

During the day	Designated Safeguarding Lead / Head of Wellbeing
	Form Tutor
	Middle School Coordinator
	Upper School Coordinator



Anti bullying Ambassadors
Prefects
Older pupils
Matron

Outside the day (<8.30am and >5pm) SLT duty member

Parents / guardians are told...

If you think that your child may be being bullied, or they tell you that they are, please let us know straight away. Please reassure them that we will deal with it sensitively, but firmly.

If your child tells us they are being bullied, or we discover that they are bullying others, we will contact you and will discuss together how the situation can be improved.

Staff are told...

If you think that bullying is happening, talk to the pupils concerned, and ask them what has been happening. Either ask them to write it down, preferably on an entry in the Engage Daybook, so that it can be seen automatically by the tutor and relevant staff, including the DSL and Headmaster. We need to be particularly vigilant at breaks and travelling times between lessons, around corridors between lessons and in the area of changing rooms and toilets. These are times and places where victims are more vulnerable and bullying is not seen easily.

Curriculum work can enhance this policy within specific subject areas, e.g. Drama/English and through the PSHE programme. School assemblies may also be an effective way to deal with this issue (for example, included within an Anti-Bullying week).

4.2 Lower School and EYFS

The Lower School Coordinator sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel that they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The pupils are made aware that encouraging other people to engage in any manifestations of bullying as defined above is also bullying, even if they do not directly do any of them themselves. In fact in some ways it is even worse because it has a bad effect on the people you get to do these things, as well as on the victim.

All children will have an opportunity to discuss bullying during their PHSE lessons especially at the start of the year and during other times. It is also followed up in ICT and Form Times. In the Early Years and Foundation Stage (EYFS) the children think about issues as part of PSED. Some assemblies will also be on the theme of discouraging any form of bullying. Part of the ICT programme is on internet safety and dealing with inappropriate material.

Pupils are told...

If you know someone is being bullied, take action!

Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with the bully without getting you into trouble.



Do not be, or pretend to be, friends with a bully.

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is wrong!
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends / people. There is safety in numbers.
- Be assertive – shout 'No!' and walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent / guardian first.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

Parents / guardians are told...

If you feel your child may be a victim of bullying, inform school immediately. Your concern will be taken seriously and appropriate action will follow. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc. Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard. It is important that you advise your child not to fight back. It can make matters worse!

If you know or suspect that your child is involved in bullying, please report the matter to the school. It will be in their best interests to try to bring the matter to a speedy conclusion by having it dealt with where it is happening.

All information will be treated with the utmost discretion.

Staff are told...

Please report all actual or suspected incidences of bullying to the relevant form tutor, as well as taking any immediate appropriate action. Even apparently trivial incidences should be reported, because they help to create an overview of a situation and potentially serious patterns can be observed in this way.

Remember to reward all children in a manner appropriate to their age for consideration and kindness to others – reinforcing positive behaviour is just as important as countering negative conduct. Often a word of thanks, acknowledging that you have noticed, will be quite sufficient.

5. Dealing with incidents of bullying

A central record of bullying incidents is kept on Engage (the school MIS) to check for trends or patterns. From time to time, pupils have the opportunity to comment on anti-bullying policy (for example within Quality Assurance weeks and School Council) and procedure and

their opinions are sought to check that they do not identify bullying as a problem in this school.

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded (on Engage, the School MIS) and given to the EYFS /Lower / Middle / Upper School Coordinator. The relevant School Coordinator will then subsequently interview all concerned and will record the incident
- Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers
- parents will be kept informed
- punitive measures will be used as appropriate
- in cases of severe and persistent bullying exclusion may be necessary, but this is always a last resort

Children involved in bullying will meet regularly with the relevant School Coordinator at the end of the school day to discuss the events of the day. A diary may need to be kept by both children and the school. Regular contact will be kept with parents. When the situation has been addressed meetings will be less frequent unless further action is required.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence
- taking the necessary steps to prevent more bullying

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- fixed-term exclusion
- permanent exclusion

Within the curriculum the school raises the awareness of the nature of bullying through inclusion in PSHE, form tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. This policy applies equally to all areas of the School.

The DSL will be informed of any cause(s) for concern in respect of bullying and the response(s) taken by the School. Where necessary, the DSL is able to advise and, if necessary, instruct staff on the most appropriate course of action. This may include making a referral to the Worcestershire County Council Safeguarding Board as explained in the Safeguarding Policy. Part of the process may also involve a meeting with parent(s) to agree action points and to listen to concern(s).

6. Cyberbullying

6.1 Definition

Cyberbullying is a type of aggression defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices'. The Anti-Bullying Association has identified seven types of cyberbullying, ranging from abusive text messages, emails and phone calls, to bullying in internet chatrooms, social networking sites and instant messaging:

1. **Text messages** – unwelcome texts that are threatening or cause discomfort.
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; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. **Chatroom bullying** – menacing or upsetting responses to children or young people when they are in a web-based chatroom.
6. **Instant messaging** – unpleasant messages sent as children conduct real-time conversations online.
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal polling sites.

Cyberbullying is insidious; it can be conducted 24 hours a day, seven days a week, following children into their private space and outside school hours. It can be anonymous. The audience is large and can be reached rapidly. Unlike other forms of bullying, a single incident can be experienced as a multiple attack – a video posted to a website can be copied to many different sites. Bystanders can become accessories by passing on a humiliating message. Messages on social networking sites remain there to damage social life and friendships and, in the case of teaching staff, reputation and credibility.

6.2 Strategies to address and prevent cyberbullying

In the Upper and Middle Schools, all tutors make clear to their tutor group what constitutes cyberbullying. They need to raise awareness of cyberbullying and remind pupils of their responsibilities in the use of ICT both in school and beyond. Instances of cyberbullying will be taken very seriously and any pupil who is a victim should not hesitate to report it to their

tutor, School Coordinator or the Headmaster. Any allegations will be investigated in conjunction with the ICT Technician and sanctions will be imposed, the nature of these being related to the individual situation.

- All pupils are reminded that they have signed an acceptable use policy in order to use ICT in school. Abuse of the school ICT system could result in that pupil being banned from use for a specified period.
- The ICT technical team are required to conduct random searches of internet use records within school or to conduct searches following an allegation of cyberbullying
- Mobile phones are not permitted in school.
- E-safety is embedded within the PSHE and ICT programmes of study.

In the Lower School and EYFS, in order to help our children deal with cyberbullying, we make them aware of the issues during ICT and PSHE lessons appropriate to their ages. We hold parent training evenings advising parents on the issues surrounding the internet and helping parents know about emerging technologies their child might be using. We hold staff training sessions on e-safety and ensure all children know where to go for help either through a member of staff, through the 'Think you know' website or by reporting it online.

6.3 Recording and reporting of cyberbullying

The recording and reporting of cyberbullying is the responsibility of all staff and should be treated in the same manner as any form of bullying (see 4.2).

7. Monitoring, evaluation and review

The school reviews this policy annually and assesses its implementation and effectiveness. The policy is promoted and implemented throughout the school.

8. References and Further Reading

- Anti bullying Alliance
<https://www.anti-bullyingalliance.org.uk/>
- Bullying - Charter for action DCSF (2004)
<http://sthelenslscb.org.uk/media/368/bullyingcharter.pdf>
- Preventing and Tackling Bullying DfE (2017)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Bullying Online
www.bullying.co.uk
- Where You are NOT Alone (2013)
<http://www.bullying.org/>
- Child Protection and New Technologies Childnet International (2009)



<http://www.childnet-int.org/>

- CEOP Think You Know
<https://www.thinkuknow.co.uk/>