



ANTI - BULLYING POLICY
(including Cyber-bullying)

Reviewed in November 2016 by S Wicks, Head

KNIGHTON HOUSE SCHOOL ANTI BULLYING POLICY

General statement

Knighton House School states clearly that bullying is always unacceptable and should form no part of life at Knighton House. Every pupil has the right to be safe at school and to be supported and protected when she/he feels vulnerable. This policy applies to all pupils including those in EYFS.

Knighton House School seeks to promote the welfare of its pupils by encouraging an ethos in which tolerance is fostered, pupils feel secure and bullying is not tolerated. These values will be established through the Floreat (PSHEE) programme and through assemblies (eg during Anti-Bullying Week) and tutor times, and will be reinforced by all staff at all times. Staff awareness of the issues will be raised through training and in meetings to ensure that the principles of this policy are understood and legal responsibilities are known. Clear sanctions will be applied and support will be provided for pupils, when appropriate. Incidents of bullying are recorded in the pastoral care book monitored by the Senior Mistress and the Incident Log held by the Deputy Head in order to see whether patterns can be identified. Parents will be involved, where appropriate, and it will be made clear to all pupils the part they can play to prevent bullying, including when they find themselves as bystanders.

What is Bullying?

Bullying behaviour is behaviour which hurts or causes distress by taking advantage of the vulnerability of its victim, making him/her feel uncomfortable or threatened.

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is sometimes motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, culture or Special Educational Needs. It might be motivated by actual differences between children, or by perceived differences.

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. The imbalance of power can manifest itself in a number of ways. It may be physical or psychological/emotional, or it may derive from an intellectual imbalance. Alternatively, it can manifest itself by having access to the support of a group or the capacity to isolate socially. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. A victim may be vulnerable because of her/his age, physical appearance, nationality, race, gender, religion, sexual orientation (homophobic bullying) or because she/he is new to the school, appears to be uncertain or has no friends. Bullying behaviour may hurt or distress the victim and, over a period of time, can lower her/his self-esteem and make her/him depressed.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur inside or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. (Refer to the section in this policy on Cyberbullying).

Aspects of bullying

Here are some examples of bullying behaviour:-

- : hitting, kicking, pushing people around, hair-pulling
- : name calling, taunting, teasing, insulting
- : intimidating, isolating or excluding from the group
- : taking, damaging or hiding possessions
- : spreading rumours or writing unkind notes
- : cyberbullying, including inappropriate use of mobile phones and texting; inappropriate comments on email/social networking sites
- : talking to or touching the victim in a sexually inappropriate way.

Where do bullies operate?

Bullies can operate anywhere but the 'hidden' areas are more likely. These can include the gardens (especially the Spinney and Greenwood), the changing rooms, the dormitories and music practice rooms. Staff on duty during break and free time must be aware and vigilant.

How do we recognise bullies and victims?

Anyone can be a bully. As they enjoy being popular and finding weaker children to do their dirty work for them, bullies can appear to be well-liked - the 'queen bee' syndrome.

Victims may be crying or have bruises, but they may also be performing less well in class or lose interest in activities. They may seem tired and withdrawn or have lost their 'joie de vivre'. Victims may be reluctant to come to school but will not say why. They may pretend to be ill.

What should a pupil do?

If you are being bullied or you know someone who is being bullied, you should report what is happening to an adult at school. If you feel uncertain about taking this step you may want to talk first informally to:-

- : your parents
- : your form tutor or any other teacher
- : a Matron
- : a senior pupil
- : the Independent Listener
- : the School Doctor
- : the Head or Deputy Head or Senior Mistress

Pupils are advised that they may choose any member of staff to turn to when they experience or witness bullying. This can also include the Office of the Children's Commissioner (Freephone: 0800 528 0731).

What happens next?

Any of these people will be able to advise and support you and to help you to take this matter further. In most cases the action taken in the first instance will not be disciplinary - a bully will be asked to talk about her/his behaviour and encouraged to find ways to change it. It may sometimes be the case that the bully genuinely has not recognised the distress caused to the victim by her/his behaviour. If those responsible for the bullying behaviour repeat it, then sanctions may be applied.

Ultimately a bully who will not change her/his behaviour may have to leave the school.

When bullying has been reported and action to prevent it has been taken, the situation will be monitored carefully by staff to prevent it recurring. Everyone involved has responsibility for helping the bully to change her/his behaviour. In addition, the victim may need help to deal with her/his feelings and to understand and overcome her/his vulnerability.

In some cases a victim of bullying does not want anyone else to know what is happening:

- : she/he doesn't want to 'tell tales'.
- : she/he doesn't want the bully to be punished.
- : she/he is afraid of what the bully will do.
- : she/he has become demoralised and feels she/he doesn't deserve any better.

However, if you are being bullied, it is always better to tell someone:

- : sharing what is happening will help you to deal with your feelings.
- : bullying thrives on secrecy - it is best dealt with by being brought into the open.
- : it may save other people from becoming victims of the same bully.

Overview

The school attempts to create an ethos of good behaviour (refer to Behaviour and Discipline Policy) in which pupils treat one another and the staff with respect, because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how actions affect others are central to the school ethos. This is reinforced by staff and older pupils who seek to set a good example to others.

Issues about how individuals should interact with other individuals and groups are addressed regularly in school Assemblies, Tutor Time and in Floreat (PSHEE) sessions.

Senior staff talk to small groups/individuals on an ongoing basis about how pupils should interact with other pupils. In addition, Prefects are regularly briefed about setting a good example and are encouraged to report any concerns about younger pupils.

Risk assessments for off-site trips will take account of known incidents and specific arrangements for supervision will be made where necessary.

The school will gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

The threshold for reporting of bullying issues to external agencies such as the police or Children's Social Care is known. Where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, a bullying incident will be treated as a safeguarding issue.

Parents and pupils are encouraged to communicate with Form Tutors or Class Teachers and to provide them with information about bullying incidents so that it is possible to build up an understanding of what is going on and to address issues and to deal with them.

This policy is prepared in line with the Department for Education (DfE) guidance 'Preventing and Tackling Bullying (Oct 2014)'.

This document should be read in conjunction with the following school policies:

- Knighton House School Behaviour and Discipline Policy
- Knighton House School Acceptable Use Policy

Governors have an overview on the effectiveness of the Anti Bullying Policy, understanding their roles and duties and reviewing/making suggestions, as appropriate.

CYBER-BULLYING

Understanding cyber-bullying

Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

Research into the extent of cyber-bullying indicates that it is a feature of many young people's lives. It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by pupils.

Cyber-bullying, like all bullying, should be taken very seriously. It is never acceptable, and a range of Education Acts and government guidance outline schools' duties and powers in relation to bullying. The Education and Inspections Act 2006 (EIA 2006) includes legal powers that relate more directly to cyber-bullying. It outlines the power of head teachers to regulate the conduct of pupils when they are off-site, and provides a defence in relation to the confiscation of mobile phones and other items.

Although cyber-bullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment, and threatening and menacing communications. The school will contact the police if they feel that the law has been broken.

Cyber-bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation; exclusion or peer rejection, impersonation, unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images), and manipulation.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one and indeed, the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying but their involvement compounds the misery for the person targeted. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyberbullying that differ from other forms of bullying. The key differences include:

- Impact: the scale and scope of cyberbullying 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.
- Location: cyberbullying may take place on a “24/7 basis” and, given the nature of electronic communication, its effects may be felt in any location.
- Anonymity: the person being bullied will not always know who is attacking them.
- Evidence: unlike some other forms of bullying, the target of the bullying is likely to have evidence of its occurrence.

Different technologies

Cyberbullying may take place through any of the following electronic media:

- Mobile phones.
- Instant Messenger and Voice over Internet Protocols.
- Chat rooms and message boards.
- Email.
- Webcam.
- Social networking sites.
- Video hosting sites.
- Virtual learning environments.
- Gaming sites, consoles and virtual worlds.
- Blogs and Wikis.

Preventing cyber-bullying

- Roles and responsibilities for cyber-bullying-prevention work involve staff from the senior leadership team (DSL, Senior Mistress, Deputy Head or Head) as well as IT staff and boarding/pastoral-care staff.
- Essential elements of prevention are awareness-raising and promoting understanding about cyber-bullying. Awareness will be raised, and understanding promoted, through discussion and activity around what cyber-bullying is and how it differs from other forms of bullying. The activities will include staff-development activities, home-school events such as special assemblies with parents, and addressing cyber-bullying within curriculum delivery and the PSHEE programme, in tutorials and in general discussions.
- The school has an Acceptable Use policy in place, which should be read with the Anti-bullying Policy.
- The School records and monitors incidents of cyber-bullying in the same way as all other forms of bullying. This information is used to develop the existing policies and practices.
- Education and discussion around the responsible use of technologies and e-safety are key to preventing cyber-bullying, and helping children and young people deal confidently with any problems that might arise, whether in or out of school. Technology can have a positive role in learning and teaching practice, and there is a need for staff to be confident about ICT in order to model the

responsible and positive use of technologies, and to respond to incidents of cyber-bullying appropriately.

- Stay up-to-date; prevention and responding strategies require continuous review and refinement as new technologies and services become popular. This guidance, similarly, will be updated periodically as technologies develop.
- Progress in and prevention of cyber-bullying activities is publicised to the whole school community. Cyber-bullying is kept a live issue so the School remains receptive to growing advances in technology.

Responding to cyber-bullying

Cyber-bullying is a form of bullying but it differs from other forms of bullying. It may be more invasive, have a bigger audience and also yields evidence in a way that other forms of bullying do not.

What should children do about cyber-bullying?

If any child is bullied, or suspects that bullying is taking place, they must tell an adult (any adult) whom she trusts. The child should also support the victim and stick up for what she knows is right. Members of staff and others who can help are:

- form tutor
- housemistress and boarding staff (Gaps, graduates)
- the school doctor
- the independent listener
- an older girl/prefect
- any other adult at school
- the Head of ICT

What the adult should do:

- He/she should tell the tutor of the victim and of the bully at once and alert the rest of the staff by putting a notice on the whiteboard in the staff room.
- He/she should also write a report for the welfare file.
- The DSL should be informed, or the Head.
- He/she should comfort the victim and suggest methods for dealing with the bully in the first instance.
- Any incident should be investigated carefully.

If a member of staff feels they are being bullied, they should inform a member of the SLT as soon as possible and preventative measures will be taken as appropriate.

The person being bullied will usually have examples of texts or emails received and should be encouraged to keep these to aid in any investigation. **NB images should not be sent to another computer or device as this involves the sender and receiver in the distribution of images.** (It should be noted that if necessary police officers are able to retrieve deleted images and messages)

Some forms of cyber-bullying involve the distribution of content or links to content which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these. Options include contacting the service provider, confiscating phones and contacting the police (in relation to illegal content). These are covered in the Acceptable Use Policy.

Advise those experiencing cyber-bullying on steps they can take to avoid recurrence, e.g. advise those targeted not to retaliate or reply; provide advice on 'blocking' or removing people from 'buddy lists'; and ask them to think carefully about what private information they may have in the public domain.

Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs, identifying and interviewing possible witnesses, and, with police involvement, obtaining user-information from the internet service provider.

Once the person responsible for the cyber-bullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any help that they may need. Sanctions are in place for bullying behaviour and these apply equally to cyber-bullying. Technology - specific sanctions exist for pupils engaged in cyber-bullying behaviour and include limiting internet access for a period of time or removing

the right to use a mobile phone on the school site. Possession of or using a mobile phone is not a human right, contrary to popular belief.

Serious cases may need to be referred to the police for investigation.

Anti-Cyberbullying Code: Advice to pupils

This section is intended to help pupils protect themselves from getting caught up in cyberbullying and to give advice about how to report it when it does happen. Seeing inappropriate comments about oneself on a website or being sent abusive or threatening text messages can cause considerable upset.

1. Respect other people

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even yourself be accused of cyberbullying. You could also be breaking the law.

2. Think first before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Parents, teachers, friends or future employers may be able to access photos in years to come.

3. Protect your password

Take care to ensure that other people do not know your passwords. It is a good idea to change them on a regular basis and you are advised not to use obvious passwords like your name or date of birth. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. It is also sensible to give your mobile phone number only to trusted friends.

4. Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly.

5. Don't retaliate or reply

Replying to bullying messages, particularly in anger, may well be what the bully wants and can easily escalate matters very quickly.

6. Save the evidence

It is important to keep records of offending messages, pictures or online conversations. If you are intending to make a complaint, this will help you demonstrate to others what is happening and can be used by the school, Internet Service Provider, mobile phone company, or even the Police to investigate the cyberbullying.

7. Make sure you report incidents of cyberbullying

You have a right not to be harassed and/or bullied online and you should report incidents of cyberbullying which take place.

There are people who may be able to help:

- You should tell your Form Tutor, the Head of ICT, Deputy Head, Assistant Head or any other member of staff, who will be able to advise you on this. **TELL YOUR PARENTS.**
- The provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider). Check their websites to see where to report.
- If you are unable to make progress with the areas listed above, you are able to call a helpline, such as Childline on 0800 1111.

Finally, it should be kept in mind that the School may take a view upon any items published, by any means, if those items could bring the name of the School into disrepute. This is not confined to term-time only.

Anti-Bullying Policy (including Cyberbullying) produced by S Wicks (Head) with reference to P Hardy (Governor)