ANTI-BULLYING POLICY
Last reviewed: September 2018

To be read in conjunction with the Behaviour Policy

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us may have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Markeaton is considered to be, "unacceptable behaviour which occurs 'lots of times, on purpose'." Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional:	*being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)*
Physical pushing:	*kicking, biting, hitting, punching or any use of violence*
Racial:	*racial taunts, graffiti, gestures*
Sexual:	*unwanted physical contact or sexually abusive comments*
Homophobic:	*because of, or focussing on the issue of sexuality*
Direct or indirect:	*verbal name-calling, sarcasm, spreading rumours, teasing*
Cyber bullying:	*all areas of internet, such as email and internet chat Twitter, Facebook misuse. Mobile threats by text messaging and calls.*
	Misuse of associated technology e.g. camera and video facilities, IPad, games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Please refer to the Equality Policy for the protected characteristics

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity - through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or

have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Homophobic Bullying

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bisexual. It can also suggest that someone or something is less worthy because they are lesbian, gay or bisexual.

Homophobic bullying is often targeted at pupils who have lesbian, gay or bisexual family members, and pupils who do not conform to gender stereotypes or are seen to be 'different' in some way. For example:

- a boy repeatedly being called 'gay' for holding hands with another boy

- a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other pupils because she has short hair

- a boy who is picked on for being gay at break-times because he doesn't want to play football – 'He must be gay if he doesn't like football'. (www.stonewall.org.uk)

Cyber Bullying

Given the emergence of online gaming, social media and mobile phone/tablet usage by children at Markeaton Primary School we believe that Cyber Bullying is an area which the whole school community needs to be aware of and work together to eradicate. Cyber Bullying is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, XBox Live, Instagram, YouTube, Snapchat and other chat rooms can be great fun and a positive experience. But what happens when things go wrong?

Unfortunately, Cyber Bullying is rife on the internet and most young people will experience it or see it at some time. In a recent national bullying survey, 56% of young people said they have seen others be bullied online and 42% have felt unsafe online. Cyber bullying can happen 24 hours a day, 7 days a week and it can go viral very fast.

Types of cyberbullying

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

Harassment - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms. Being explicitly offensive on gaming sites.

Denigration – This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. This can be on any site online or on apps. People can also alter photos of others and post them online for the purpose of bullying.

Flaming – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.

Impersonation – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others. The making up of fake profiles on social network sites, apps and online are common place and it can be really difficult to get them closed down.

Outing and Trickery – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

Cyber Stalking – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.

Exclusion – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and a very common.

Bullying by spreading rumours and gossip

The worst thing about social networking sites and messaging apps is that anything nasty posted can be seen by lots of people and these posts can go viral very fast and be shared by so many people within minutes in some cases.

Research suggests that the most vicious gossip and rumours are often spread by people who were once a child's best friend so it's best to keep secrets and personal information to themselves. Encourage them to only tell people things if it wouldn't embarrass them if other people found out about it. Posting false and malicious things about people on the internet can be classed as harassment.

Threatening behaviour

Anyone who makes threats to you on the internet could be committing a criminal offence. It's against the law in the UK to use the phone system, which includes the internet, to cause alarm or distress. It could also be against the 1997 Harassment Act. If threats are made against someone then it's essential they confide in their parents, or someone they trust so that they can make a complaint to the police. If they can't print out the threats then they must use the "print screen" button or snipping tool to take a snapshot of the computer screen and then save that somewhere safe. Or if they have a phone or tablet, use the screenshot function and keep these images safe.

Blackmail and grooming

This is where new "friends" online have tried to pressure people into taking their clothes off and filming or taking images of themselves. Threats have been made that their parent will be told embarrassing things if they don't take part or they will send the images to everyone they know if they do not do it.

This is an offence called "grooming" in the UK and people who have been found guilty of "grooming" have been jailed.

Sexting

It is against the law for anyone under the age of 18 to take, send or redistribute pictures of anyone under the age of 18. CEOP is The Child Exploitation and Online Protection Centre and they investigate cases of sexual abuse and grooming on the internet. Any incidents can be reported by clicking the red button on the top right hand corner of the CEOP website. Although the police can get information from a computer's hard drive, it is helpful if nothing is deleted until the police have decided whether they need it as evidence.

When comments gets abusive

There are quite a few instant messaging apps including Snapchat, WhatsApp, Secret, Whisper and Instagram. They are a great way of sharing things with friends and having fun. But if things turn nasty children can block people from seeing they are online and they can save abusive conversations or print them out as evidence.

It's tempting to have a go back if someone makes a rude posting on someone's online space, social network or app; **but don't**. This is called flaming and it just makes the problem worse. Abusive comments are very upsetting but the best way to deal with them is to get them removed by the website.

Inappropriate images

It's easy to save any pictures of anyone on any site and upload them to the internet. Children must make sure that they have the person's permission to take a picture and that they're happy for thousands of people to see it on the internet. Be wary of tagging and hashtags as this will send the picture out to a wider audience than originally intended.

Innocent bystander

There is no such thing as an innocent bystander and if someone has seen someone being bullied online, they can report it to the online site or app. Ignoring it may feel like the easiest thing to do but the person who is being subjected to that bullying may need help and support to get it stopped. Most sites now have a report button which is something anyone can do and this will send the bullying comments to the site to investigate.

Tips and advice:

- If a child posts abuse about anyone else online or if they send threats, they can be traced by the police without any difficulty. Every time they visit a website or make a posting, their internet service provider, Sky, BT or Virgin, has an electronic note of their activity. Even if they create an anonymous email address like Gmail, Hotmail or Yahoo, they can still be traced.
- Encourage children to keep safe by using unusual passwords. Use a combination of letters, lowercase, uppercase, symbols and numbers. Don't use any part of a name or email address and don't use a birth date either because that's easy for people to guess. Don't let anyone see signing in and if they do, change the password.
- If a child is using a public computer such as one in a library, computer shop, or even a shared family computer, encourage them to sign out of any web service they are using before leaving the computer so that they can protect their privacy.
- Being bullied online can affect someone enormously. Being bullied can impact on a person's self-esteem, confidence and social skills. Try to consider the impact words may have and think twice before posting.
- Think twice before posting anything online because once it's out there it can't be taken back. It is easy for any comments or posts to be taken out of context and these could be damaging in the long term.

Effects of cyber bullying

Cyber bullying affects people from any age or walk of life, including children, teens and adults who all feel very distressed and alone when being bullied online. Cyber bullying can make children feel totally overwhelmed which can result in many feeling embarrassed that they are going through such a devastating time, and not knowing what support is available to them. Many children feel unable to confide in an adult because they feel ashamed and wonder whether they will be judged, told to ignore it or close their account which they might not want to do.

For many, cyber bullying affects everyday lives and is a constant source of distress and worry. With mobile technology being so freely available it is an ongoing issue and one that is relentless. Not only does it go on after school, but it then carries through into the next day and the cycle continues.

Signs to be aware of

- Low self-esteem
- Withdrawal from family and spending a lot of time alone
- Reluctance to let parents or other family members anywhere near their mobiles, laptops etc
- Finding excuses to stay away from school or work including school refusal
- Friends disappearing or being excluded from social events
- Losing weight or changing appearance to try and fit in
- Fresh marks on the skin that could indicate self-harm and dressing differently such as wearing long sleeved clothes in the summer to hide any marks
- A change in personality i.e. anger, depression, crying, withdrawn

What can you do to support someone who is being bullied online?

- Reinforce that no one deserves to be treated in this way and that they have done nothing wrong
- Ensure that they know that there is help available to them
- Encourage them to talk to a teacher that they trust so they feel they have somewhere safe at school to go to

- Encourage them to talk to their parents/carers and if this isn't possible to write a letter or speak to another family member
- Take screen shots of the cyber bullying so that they have proof this is happening
- Report all abuse to the relevant social media networks by clicking on the "report abuse" button
- Keep a diary so they have somewhere safe and private to write down their innermost thoughts and feelings which will help to avoid feelings bottling up
- Give praise for being so brave and talking things through which will hopefully empower them to take responsibility and get help
- Sending abuse by email or posting it into a web board can be harassment and if this has happened make a complaint to the police who can trace IP addresses etc
- Ask the school if they have a School Liaison Police Officer that can help in this situation and talk to the school about the dangers and effects

Even if an incident of Cyber Bullying takes place at home and/or outside of school, Markeaton Primary School and the Governing Board retain the right to act in accordance with the School's Behaviour Policy as the effects of Cyber Bullying are often magnified in school. This may include Reflection Area, Meetings with Parents and possibly exclusions. However, it is with the support from Parents/Carers and an awareness of Cyber Bullying that we can successfully support the children and work together to find a solution.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms for Parents and Staff

A child may indicate by signs or behaviour 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
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating

- 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
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (see Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others e.g. police, counsellor, Newton's Walk. In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log and monitored to ensure repeated bullying does not take place.

The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Prevention

At Markeaton we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the School Vision and Assembly Themes, Anti-bullying week, E-Safety Day, Worry Box and many others.

The ethos and working philosophy of Markeaton means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour. Staff will reinforce expectations of behaviour as a regular theme in line with our Vision and our Rights and Responsibilities (see Behaviour Policy Oct 2016).

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others

from their group. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- creating an item for the school website

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow (not hierarchical):

- Tell a friend
- Tell a School Council rep
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship stop
- Write your concern and post it in the 'worry box' in the school reception
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Headteacher (both attached to this policy as appendices). General incidences of bullying should be recorded on a Behaviour Log. This would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Where applicable, incidents of bullying will be discussed with the Governing Board.

Advice to Parents

As the parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher or Headteacher

- In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour

It is advisable that you do not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to be 'a bully' back. Both of these will only make the problem much harder to solve.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work so that all groups and individuals can explore their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

Report Form for Racist Incidents – Appendix 1

Report from:	
Date of incident:	
Time of incident:	
Place where it occurred:	
Ethnic Origin of victim:	
Ethnic Origin of perpetrator:	

Type of incident (please tick):	**Physical Assault**	
	Provocative Behaviour	
	Verbal abuse or threats	
	Damage to the person's property	
	Derogatory name calling	
	Racist materials	
	Ridicule of cultural differences	
	Inappropriate form of address	
	Refusal to cooperate	
	Attempts to recruit racist organisations	
	Racist comments in lessosn	
	Other (please specifiy below)	

Brief description of incident:

Action taken:

Have you had contact with victim's parent/carer?	
Have you had contact with the perpetrator's parent/carer?	
Have you reported this incident to other agencies? If yes, please specifiy below	
Signed:	
Role within school:	

Report Form for Bullying Incidents – Appendix 2

Report written by:	
Date of bullying incident:	
Time of bullying incident:	
Place where it occurred:	
Name of victim:	

Type of incident:

Type of bullying	Examples	Please tick
Racial	*racial taunts, graffiti, gestures*	
Sexual	*unwanted physical contact or sexually abusive comments*	
Homophobic	*because of, or focussing on the issue of sexuality*	
Direct or indirect	*verbal name-calling, sarcasm, spreading rumours, teasing*	
Cyber bullying	*all areas of internet, such as email and internet chat Twitter, Facebook misuse. Mobile threats by text messaging and calls. Misuse of associated technology e.g. camera and video facilities, Ipad, games consoles.*	

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Have you had contact with victim's parent/carer?	
Have you had contact with the perpetrator's parent/carer?	
Have you reported this incident to other agencies? If yes, please specify below	
Signed:	
Role within school:	