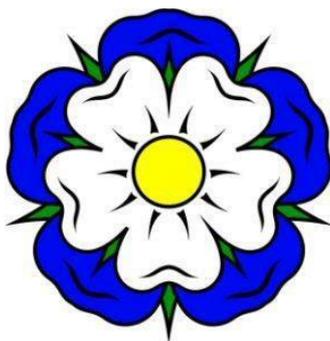# RICHMOND HILL PRIMARY ACADEMY

ANTI BULLYING/PEER ON PEER ABUSE POLICY

PERSON RESPONSIBLE FOR POLICY:	K.O'Keeffe
APPROVED	DATE:November 2020
SIGNED:	ROLE: Assistant Principal
TO BE REVIEWED:	NOVEMBER 2021
Version	3

Index

Key Points of the Anti-Bullying and Peer on Peer Policy

Purpose	• To prevent bullying in the Academy • To ensure all pupils, staff and parents understand what bullying is • To deal with bullying occurrences, if they occur, swiftly and effectively • To support the victims of bullying and their families • To raise awareness of bullying amongst staff through training • To comply with the Foundation's duties under the Equality Act 2010. • To comply with the KCSIE 2020 recommendations on Peer on Peer abuse
Definition of Bullying	• Bullying is any intentional behaviour that physically, verbally or indirectly hurts or injures another individual or group; that threatens or frightens; that is demoralising or humiliating; that psychologically hurts or injures
Definition of Peer on Peer Abuse	• KCSIE (Sep 2020) states that all staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to: • bullying (including cyberbullying); • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • sexual violence, such as rape, assault by penetration and sexual assault; • sexual harassment, 9 such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; • upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; • sexting (also known as youth produced sexual imagery); and • initiation/hazing type violence and rituals. All staff should be clear as to the Academy's policy and procedures with regards to peer on peer abuse.
Responsibilities of Staff	• Understand the different forms of bullying | Emotional	Physical	Verbal	Indirect/ Manipulative	Electronic/ Cyber-bullying | • Know the policy and procedures • Be observant and ask pupils what is happening to them • Take action to reduce the risk of bullying at times and in places where it is most likely • Recognise the signs and symptoms of bullying • Never let any incidences of bullying pass by unreported, whether on-site, during offsite activities or online • Know that "peer on peer" abuse can be made as a safeguarding referral to the DSL

Promotion of the anti-bullying message	The anti-bullying message is promoted through a variety of mechanisms including: • Annual briefing for all staff relating to The Academy Anti-Bullying Policy • PSHE lessons / Assemblies • Staff and pupil training • Raising awareness of bullying during National Anti-Bullying Week • Involvement of all members of the School community. • School Ambassadors / pupil voice • Awareness of areas around school where bullying may occur • Online training for pupils and staff Gooseberry Planet
Action to be taken when an incident is reported	• Staff member alerted will ascertain all the facts from the pupils involved • Assistant Principal will co-ordinate the investigation. The Principal will be informed at an appropriate stage in the investigation; • The investigation will be thorough, timely and pupil interviews will be conducted in accordance with the clearly set out guidelines. If, as a result of the investigation, any safeguarding issues arise, these will be reported immediately to the appropriate person; • Parents will be informed as soon as possible of their child's potential involvement; • A summary of the outcome of the investigation will be compiled by the investigator and sanctions/additional support (for the victim/bully) agreed. Parents will be informed of any action to be taken re: their child; • The incident will be recorded and a copy placed on the pupil's file; • A log of bullying incidents is held on CPoms.
Review by Governors	This policy is reviewed bi-annually by Governors, although if, as a result of an incident amendments need to be made a review of policy or procedures may take place sooner. An annual report is sent to the Governors'.

The above Key Points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the policy takes priority.

Richmond Hill Primary Academy

Anti-Bullying and Peer on Peer Abuse Policy

The Anti-Bullying Policy should be read in conjunction with the School's Promoting Positive Behaviour Policy, the Policy to Safeguard and Promote the Welfare of Children who are pupils at the Academy and the Academy's Policy on the Use of Email, Access to the Internet and Social Media by Richmond Hill Primary Academy pupils.

- The non-statutory DfE advice "Preventing and Tackling Bullying "https://www.gov.uk/government/publications/preventing-and-tackling-bullying (July 2017);
- and "Cyberbullying: Advice for head teachers and school staff" (November 2014);
- have informed this policy, in addition to Keeping Children Safe in Education (KCSIE), September 2020 and the Equality Act (2010).

Definitions

"Academy":   Academy will mean Richmond Hill Primary Academy

Statement

At the Academy we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

1. Aims and Objectives

- To establish a community in which everyone feels valued and safe and where legitimate individual differences are appreciated, understood and accepted.
- To prevent bullying in the Academy.
- To ensure all pupils, staff (teaching and non-teaching), and parents understand what

bullying is.

- To ensure pupils and parents know what the Academy's policy is on bullying, what they should do if bullying arises and what action they can expect the Academy to take.
- To deal with bullying occurrences, if they occur, swiftly and effectively.
- To support the victims of bullying and their families.
- To work with pupils who have bullied (and their parents).
- To ensure all pupils know that strong sanctions such as exclusion will be implemented in cases of severe and persistent bullying.
- To raise awareness of staff through training, and take action to reduce the risk of bullying, e.g. at break times, in places where it would be most likely.
- Teaching and non-teaching staff are expected to know what the Academy's policy is, and follow it when bullying is reported.
- To comply with the Academy's duties under the Equality Act 2010.

This policy has regard to the DfE guidance on the prevention of bullying contained within the publication *Preventing and Tackling Bullying: Advice for head teachers, staff and governing bodies* (July 2017) and *Sexual violence and sexual harassment between children in schools and colleges*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf (May 2018) and complies with the duties under the Equality Act 2010. This Anti-Bullying policy is available on the Academy's website. The policy is also available in hard copy, upon request to the School Office. In addition, a copy of the policy may be inspected at any point in the School day in the School Office. This policy can be made available in large print or other accessible format if required.

This Policy is designed to work in conjunction with the following the Academy policies:

- Policy to Safeguard and Promote the Welfare of Children who are Pupils at the Academy.
- Behaviour Policy
- Health and Safety Policy
- Acceptable Use of Digital Technology and Online Safety Policy
- Relationships and Sex Education Policy
- PSHE and Citizenship Policy
- Early Years Foundation Stage Policy
- SEND Policy

2. What is bullying?

Bullying is any intentional behaviour that physically, verbally or indirectly hurts or injures another individual or group; that threatens or frightens; that is demoralising or humiliating; that psychologically hurts or injures.

Bullying refers to behaviour that is repeated over time and is often motivated by prejudice against particular groups, for example, on the grounds of race, religion, culture, sexual orientation, gender, homophobia, physical appearance, special educational needs and disability or because a child is adopted or is a carer. It may occur through cyber-technology (social websites, mobile phones, text messages, photographs and email). Bullying is often hidden. It happen anywhere and at any time.

Bullying can be:

- **Emotional** - Being unkind, excluding, coercion, complicity in someone else's actions (e.g. as a bystander who looks the other way) tormenting (e.g. hiding books or personal possessions)
- **Physical** - Offensive or threatening gestures, graffiti, pushing, kicking, hitting, punching or any use of violence.
- **Verbal** - Name-calling, sarcasm, racist, sexist / homophobic remarks, spreading rumours, taunts.
- **Indirect or Manipulative –** Getting someone else to tease or hit someone
- **Electronic/ Cyber** - Take place in cyberspace, on social network sites, or by sending text/picture/voicemail messages. Misuse of associated technology i.e. camera & video facilities.

The Foundation will treat all incidents of bullying as a child protection concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm. The Foundation recognises that children are capable of abusing their peers and the different gender issues that can be prevalent in peer on peer abuse, for example sexting, being sexually touched or being subjected to initiation or hazing type violence. The Foundation does not consider abuse should ever be tolerated or passed off as 'banter' or 'part of growing up'.

What is Peer on Peer Abuse?

KCSIE (Sep 2020)

- All staff should be aware that children can abuse other children (often referred to as peer on peer abuse).
- This is most likely to include, but may not be limited to:
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, 9 such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals. All staff should be clear as to the Academy's policy and procedures with regards to peer on peer abuse.

How can a child who is being abused by their peers be identified?

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on- peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse please see 'The Safeguarding Policy' which can be found on the Academy's website.

Signs can include:

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- Physical injuries;
- Experiencing difficulties with mental health and/or emotional wellbeing;
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much; frequent visits to medical centre/school nurse
- Broader changes in behaviour including alcohol or substance misuse;
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- Abusive behaviour towards others.

The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

How can the Academy raise awareness of and prevent peer-on-peer abuse?

School environment - The Academy actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships
- Encourage a culture of tolerance and respect amongst all members of the Academy community
- Educating children about the nature and prevalence of peer-on-peer abuse via the Personal Development Curriculum (PDC) such as PSHE and the wider curriculum
- Educating all Governors, Senior Leadership Team, staff and volunteers, pupils, and parents about this issue
- Training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it
- Taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as 'Banter'
- Responding to cases of peer-on-peer abuse promptly and appropriately.
- Ensuring that all peer-on-peer abuse issues are fed back to the School's DSL and logged so that they can spot and address any concerning trends and identify pupils who may be in need of additional support

All allegations of peer on peer abuse will be treated as a safeguarding concern. Concerns will be investigated and managed in accordance with the Academy's Safeguarding Policy

3. Examples of bullying include:

Physical Bullying may involve:

- Hitting or kicking someone;
- Jostling, shoving, pushing someone;
- Spitting at someone;
- Invading someone's body space;
- Physically humiliating someone (e.g. by "de-bagging" them);
- Taking, damaging or hiding someone's property;

If physical bullying involves assault, actual bodily harm or wounding it is a criminal offence.

Verbal Bullying may involve:

- Spoken comments;

- Written notes;
- Emails or text messages;
- Improper use of websites and social media platforms;
- Phone calls;
- The defacing of notices;
- Name-calling, spreading rumours, publicly blaming someone for something they haven't done;
- Circulating unflattering drawings or photographic images of someone.

Indirect or Manipulative Bullying may involve:

- Ostracising a fellow pupil by refusing to sit alongside him/her in class, in the Dining Hall, etc. (or by moving away when he/she comes and sits down);
- The manipulation of social networks to ostracise, marginalize or intimidate individuals;
- Publishing photographs or images of someone that are intended to occasion mockery or gossip;
- Encouraging others to become the agents of physical or verbal bullying against one's intended victim.

Bullying characterised by racism, sexism, homophobia and the exploitation of disability may involve:

- Spoken comments about someone (their friends or a member of their family), or about some group of pupils;
- Written notes about someone (their friends or a member of their family), or about some group of pupils;
- Emails, web postings or text messages about someone (their friends or a member of their family), or about some group of pupils;
- Phone calls about someone (their friends or a member of their family), or about some group of pupils;
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of pupils.

Sexual Bullying may involve:

- Bullying that seeks to hurt people by drawing attention to their body shape, hair colour, manner of dress, alleged sexual attractiveness (or lack of it), close friendships (or the absence of intimate relationships in an individual's life);
- Physical action of a sexually intimidating nature (by the invasion of body space, inappropriate touching);
- Spreading rumours about an individual's lifestyle (or the lifestyle of a close friend or relative);

- Spoken comments, written notes, emails, web postings, text messages, phone calls about someone (their friends or a member of their family), or about some group of pupils;

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

Bullying focused on religion, culture or family background may involve:

- Spoken comments, written notes, emails, web postings etc. that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference;
- Comments, web postings etc. that mock a particular religious or cultural tradition for the purpose of discomforting an individual or group within the Academy:
- Pejorative religious or cultural descriptors.
- Gossip about an individual's family circumstances, spreading stories about (for example) his/her being adopted, a parent in a same-sex relationship, a relation in the news for negative reasons.

4. Electronic or Cyber-bullying

Cyber-bullying relates to malicious, upsetting, repeated emails, photographs, texts and/or other messages or postings sent direct to, or about, an individual. Cyber bullying may involve the use of mobile telephones, email, internet messaging services (such as WhatsApp), social media platforms (such as Facebook, Instagram, Snapchat, and Twitter), and other technologies and applications which may be developed and become available in the future.

Specific examples:

- Sending abusive, insulting or malicious text messages;
- Sending abusive, insulting or malicious e-mails;
- Posting abusive or malicious messages on websites, using blogs, personal websites, on-line personal polling sites etc.;
- Posting on a social network site facts or photographs of someone with the intention to embarrass or belittle them in the eyes of others;
- Indulging in malicious or spiteful conversations in chat-rooms;
- Spreading abuse, malice or scurrilous gossip by other electronic means;
- Hacking into social networking sites and removing personal material;
- Filming fights or assaults (e.g. "happy slapping" clips) using mobile phone cameras and circulating these using cell phone networks or e-mail;
- Making repeated silent calls to a mobile phone or leaving abusive messages on voice mail;
- "Fraping" (using a pseudonym or someone else's telephone or e-mail account) for anonymity when indulging in bullying.

- 'Catfishing' luring someone into a relationship by means of a fictitious online persona

- 'Upskirting' in the first instance and the sharing of any images by the perpetrator and the passing on of these images by another party. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Cyber-bullying is not restricted by time or location. Victims may not know who the bully is and there is also a potentially large audience which can participate in the bullying.

No letters, emails, photographs, cartoons, text messages, jokes or other electronically generated documents may be generated or circulated which in the reasonable opinion of the Academy is considered to be offensive and/or is intended to bully, harass or intimidate any other pupil(s) or staff member(s). Failure to adhere to these expectations, will result in the Academy's disciplinary procedures being applied and may lead to a serious sanction.

Posting any material e.g. written comments, photographic images, cartoons, which in the reasonable opinion of the Academy is considered to be offensive and/or is intended to bully, harass or intimidate others on websites or social media platforms is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of material. In the case of 'Upskirting' this matter will be passed on to the police.

This Policy applies regardless of whether Academy's electronic equipment or the pupil's own electronic equipment or someone else's electronic equipment is used; or whether the electronic equipment is operated elsewhere than at the School, including a pupil's home.

In addition, pupils not necessarily engaged directly in unacceptable conduct but who are present in such situations may also be subject to a disciplinary investigation and, possibly, a subsequent disciplinary sanction.

The Academy's Policy on **Online Safety** sets out the position of the Academy with regard to its duty to take reasonable measures to protect the health and safety of its pupils and other members of the Academy community.

This Policy authorises the Principal of the Academy to do what is reasonable in all the circumstances to safeguard and promote the welfare of pupils and to minimise the risk of harm to the assets and reputation of the Academy, including the implementation and enforcement of procedures dealing with the supervision and appropriate monitoring of pupils' use of electronic communications.

Further advice for staff can be found here:

http://www.digizen.org/downloads/cyberbullying_teachers.pdf

Please see Appendix for further information on Cyber Bullying

5. Youth Produced Sexual Imagery

- Youth Produced Sexual Imagery is defined as the "exchange of sexual messages or images" and "creating, sharing and forwarding sexually suggestive nude or nearly nude images" through mobile phones and the Internet. (**Sexting**).
- Where school pupils under 18 years of age are involved this practice is always illegal.
- Creating or sharing explicit images of a child is illegal, even if the person doing it is a child.
- This includes 'upskirting' which is a criminal offence and should be reported to the Police

A young person is breaking the law if they:

- Take an explicit photo or video of themselves or a friend
- Share an explicit image or video of a child, even if it's shared between children of the same age
- Possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

Pupils must also understand that:

- Sending someone your sexualised image, when you are under 18, is bullying – it is an action with threatening character because the recipient could face severe legal consequences and it causes anxiety;
- Passing on a sexualised image of any person under 18 is bullying – it is an action that threatens the recipient and one that demeans the person pictured. It is a cause of anxiety;
- Sending a sexualised image to try and initiate a romantic relationship is bullying – it is threatening, offensive action. It causes anxiety.

The consequences of youth produced sexual imagery can be serious for the perpetrator.

- It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online.
- If a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest. See Sexting in Schools – Responding to incidents and safeguarding young people.

  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
- Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

- Children may attempt to justify much of all types of behaviour mentioned above as a 'practical joke' or banter rather than as bullying. This misconception must not be accepted.

6. Bullying that is so extreme that a pupil suffers or is likely to suffer significant harm is a Child Protection concern and will reported to the appropriate authorities.

Why is it important to respond to Bullying?

- Bullying hurts and it inevitably results in pain and distress. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to understand and acknowledge the negative impact of their actions;

- Whilst bullying can take many forms, all bullying must be viewed as very serious, not least because bullying has the potential to cause psychological damage and even suicide;

- Bullying is not, in itself, a specific criminal offence. However, there are criminal laws which apply to harassment and threatening behaviour. In addition, a person who makes a physical or sexual assault on another or who steals or causes damage to the property of another commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the Foundation;

- Misuse of electronic communications can also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety;

- For all those reasons, bullying is something which cannot and will not be tolerated within the Foundation community and the Foundation is firmly committed to preventing all forms of bullying.

7. Responsibilities

The Governors have a legal duty to ensure that an effective anti-bullying strategy is drawn up and implemented. Working towards changing the attitude and behaviour of bullies plays a part in the strategies used by our Academy.

The Principal will:

- Ensure that all staff have an opportunity of discussing strategies and reviewing them;
- Determine the strategies and procedures in conjunction with the Pastoral Deputy
- Discuss development of the strategies with the Senior Management Team and other members of staff;
- Ensure appropriate training is available in order to raise among staff their awareness of this policy, including the signs of potential bullying, the procedures to be followed in the event of actual or potential bullying incidents, legal responsibilities are known, and strategies to be put in place in order to prevent bullying taking place; if necessary the academy may use an outside provider with specialised skills to help

understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

- Ensure that the procedures are brought to the attention of all staff, parents and pupils;
- Report annually to the governing body on the prevention of bullying and the anti-bullying strategies being followed by the Academy.

The Designated Safeguarding Lead will:

- Produce an annual report of all Bullying incidents for The Head to be presented to the school Governors.
- Be responsible for the day-to-day management of the policy and systems to prevent bullying and deal with incidents of bullying should they occur;
- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- Keep the Head informed of incidents;
- Liaise with the member of SLT responsible for staff development to arrange training;
- Ensure that records of bullying incidents are kept in order that patterns may be identified (and the causes of any such patterns addressed) and to evaluate the effectiveness of the Academy's approach;
- Determine how best to involve parents in the solution of individual problems.

Other members of the Senior Management Team will:

- Be responsible for ensuring that the Academy's positive strategies are put into practice;
- Know the Academy's procedures and deal with any incidents that are reported.

Classroom teachers will:

- Be responsible for liaising with the pastoral team over all incidents involving pupils in their group;
- Be involved in any agreed strategy to achieve a solution.

All Staff will:

- Know and understand the relevant policy and procedures;
- Be observant and ask pupils what is happening to them if they have reason to believe that there is cause for concern;
- Take action to reduce the risk of bullying at times and in places where it is most likely;
- Deal with incidents according to this policy;
- Never let any incidences of bullying pass by unreported, whether on-site, off-site, during off-site activities or online (see Appendix 1 for Signs and Symptoms that indicates that a child may be the victim of bullying).

**8. How the Academy promotes the Anti-Bullying Message**

The Academy will promote the anti-bullying message through the following mechanisms that involve all members of the Academy Community:

- Assemblies and participation in national anti-bullying initiatives e.g National Anti-bullying Week and Safer Internet Day;
- Pastoral care structures in House, Ambassadors and Pupil Mentors
- Pastoral mentoring
- Structures in place to support academic staff in preventing incidents of bullying;
- The broader Pastoral curriculum, including modules within the PSHE curriculum and coverage of key information/material in tutor sessions, as part of a structured programme;
- Training/briefing sessions for staff and senior pupils;
- School Ambassadors/pupil voice
- Information on Anti-Bullying policies and procedures contained on the Academy Website
- Gooseberry Planet used to teach on key issues e.g. Internet safety
- Using the Thrive in Five initiative to make choices about their behaviour (Grimsdell)

9. What happens when an incident is reported?

- All reports must be investigated, however minor, to ensure that a potentially serious case does not develop;

- It is likely that in the first instance, the Assistant Principal Pastoral will talk to the pupil concerned, giving them time to explain the situation, reassuring them that their allegation will be taken seriously and investigated. There may be a clash between the wishes of the pupil and the needs of the Academy with regard to confidentiality. However, from the outset, staff will make it clear that others may need to be consulted;

- The Assistant Principal Pastoral will normally co-ordinate an investigation and will liaise with the relevant members of the SLT to ensure that the investigation is conducted in line with the Academy's protocols and procedures.

How the Foundation deals with an Incident of Bullying
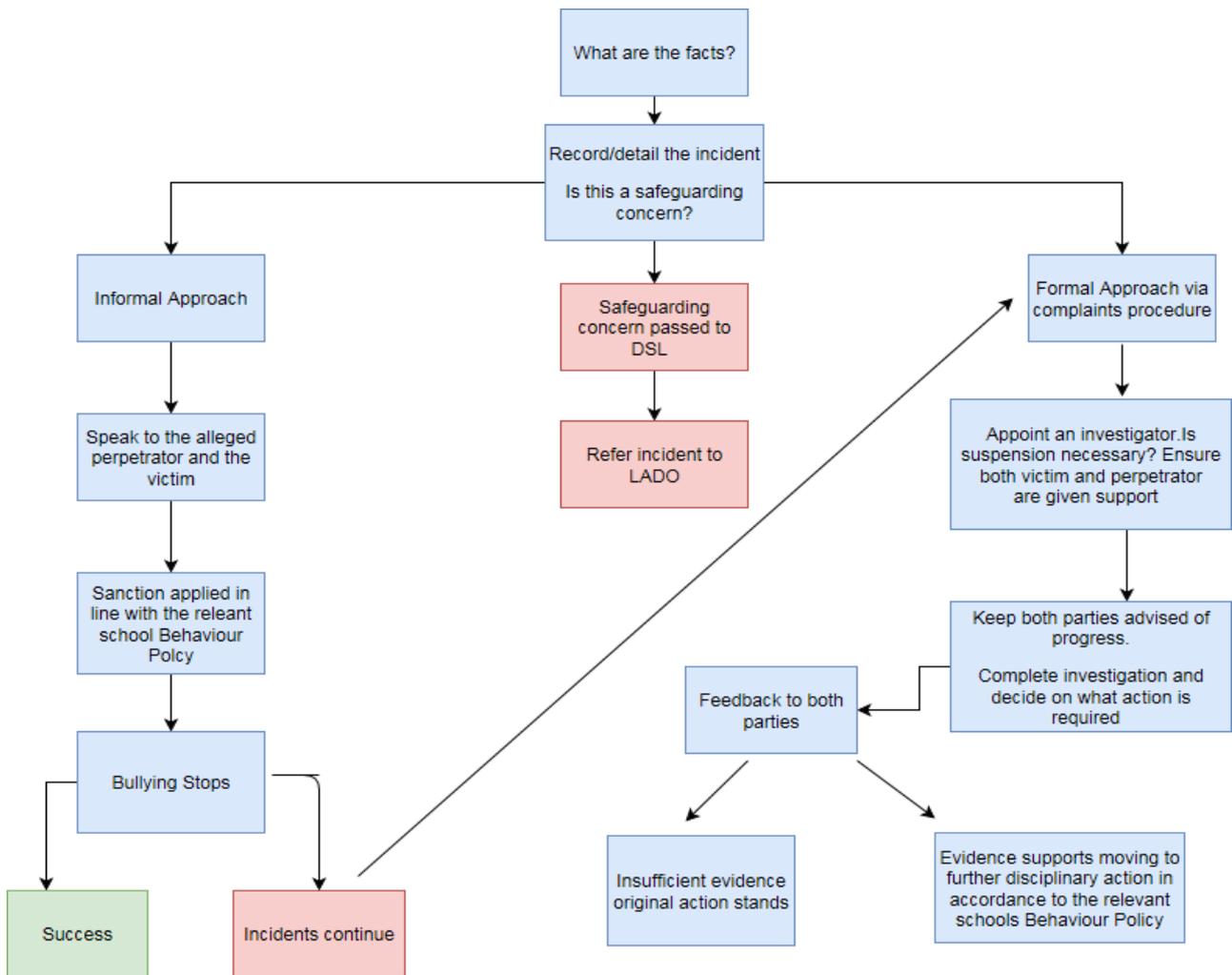
Considerations when conducting an Investigation

- When conducting an investigation, Senior Managers must make every effort to conduct the investigation in a timely fashion but without compromising the quality of the process. Regular feedback to the Principal on the progress of the investigation is imperative and any potential delays in the process raised with her so that these can be communicated to Parents/Guardians, if appropriate;

- The SEN/Pupils with learning difficulties **SEND Policy** for the Academy will be observed recognising that pupils with special education needs or learning difficulties and disabilities may not be able to

  articulate their experiences as well as other pupils. The needs of these pupils and other vulnerable pupils will be taken into account when dealing with bullying incidents;

- If appropriate, all parties will be brought together to discuss the situation;

- The Investigator will ensure that an appropriate record of the incident and investigation is placed CPoms of all those pupils involved;

- The Investigator will ensure that an appropriate record of the sanction is placed CPoms file of those pupils involved in the bullying.

Support for those involved

Both the victims of bullying and those who have been involved in bullying behaviour themselves can expect the support of the Academy.

- The motivation behind the bullying behaviour will be considered. If these considerations lead to concerns that the bully may be at risk of harm, the **Academy's Safeguarding Policy** and associated procedures will be followed;

- For the victim, this support will seek to help them recover from the unpleasant and upsetting effects of bullying and to begin once more to enjoy their experience of being a member of the Academy;

- For the pupil who has been involved in bullying behaviour, efforts will be made to help them change their behaviour and, other than in the cases of those required to leave the Academy (including those who have been permanently excluded as a result of their bullying), this will be through discussion with the pupil concerned, parents, Assistant Principal Pastoral;

- For both the victims of bullying and those who have been involved in bullying behaviour, it may be appropriate for the Head of School to become involved

- Support from external services will also be sought if appropriate, in particular where it would assist in tackling any underlying issues of the pupil who has been involved in bullying behaviour.

Whilst the Academy recognises the need to support those who have been involved in bullying behaviour in changing their behaviour, it also accepts that sanctions will often be necessary and appropriate as part of its response to bullying incidents.

Sanctions

Each case will be dealt with on an individual basis and the punishment imposed will be dependent on the seriousness of the incident. The range of sanctions available to the Academy is set out in the Behaviour Policy which is regularly reviewed and updated, and copies of which are given to all pupils and their parents. This document is also available on the Academy website. Pupils who are found to have been involved in bullying others can expect, as a minimum, a School Detention although a more severe sanction may well be considered appropriate. In serious cases, bullying may lead to permanent exclusion from the Academy. Disciplinary sanctions will be fairly, consistently and reasonably applied, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils.

9. Additional sources of guidance and information:

)utside agencies who can offer support are:

Childline: 0800 1111 a freephone, confidential helpline for children and young people providing advice and support by phone and online 24 hours a day.

NSPCC:0808 800 5000 a helpline for parents, adults and young persons for advice and support to report suspected or incidents of bullying.

Samaritans: 08457 90 90 90 or freephone number 116 123, a helpline for advice for parents, adults and young persons. Or email jo@samaritans.org (24 hr response)

EACH: 0808 1000 143 a freephone actionline for children and young people experiencing homophobic bullying Monday to Friday 10am to 5pm.

ACE Education, 72 Durnsford Road, London, N11 2EJ
http://www.ace-ed.org.uk/
Advice line for parents on all matters concerning schools
ACE Education telephone advice line 030001 15 142 Mon-Wed 10.00am-1.00pm Term Time

Children's Legal Centre
https://www.childrenslegalcentre.com/
Tel: 0845 120 2948
(Mon-Fri: 10 am - 12.30 pm and 2 pm - 4.30 pm).
Publications and free advice line on legal issues.

Kidscape

2 GROSVENOR GARDENS, LONDON, SW1W 0DH.
 TEL: **020 7730 3300**
Has a wide range of publications for young people, parents and teachers.
Due to current circumstances, the Parent Advice Line is currently operating an email and Whatsapp based service (please provide your mobile number by email):9am - 12pm every Monday and Tuesday morning.

Family Lives
520 Highgate Studios, 53-79 Highgate Road, Kentish Town,
London, NW5 1TL.
Tel: 0808 800 2222.
askus@familylives.org.uk
National helpline for parents: (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).

Websites:
There are numerous useful sites for which updated links can be found on the DfE website at
www.education.gov.uk/

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
The Child Exploitation and Online Protection Centre (CEOP)
http://www.thinkuknow.co.uk/

Digizen: provides online safety information for educators, parents, carers and young people
Advice on Child Internet Safety 1.0: The UK Council for Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online

Further information on Cyberbullying and support for school staff can be found at
http://old.digizen.org/downloads/cyberbullying_teachers.pdf

Useful reading:
'Bullying; Wise Guide' by Michele Elliott
'Don't Pick on Me: How to Handle Bullying' by Rosemary Stone
'Your child bullying' by J Alexander
'101 Ways to deal with bullying' – a guide for parents, by M Elliott
'Keeping Safe: A practical guide to talking with children, by Kidscape
'Helping children cope with bullying' by S Lawson
'Confident children: a parents' guide to helping children feel good', G Lindenfield
'Bullying and how to fight it: A Guide for families', by A Mellor
'Fighting, teasing and bullying: Simple and effective ways to help your child', by J Pearce
'The bullying problem: How to deal with difficult children, by A Train
Last review: Sept 2018

Other relevant Policies

Safeguarding Policy
Behaviour for Learning Policy

Date of Policy: September 2020

Next Review: September 2021

Appendix 1 – Advice to Staff and Parents on Cyberbullying

What is Cyberbullying?

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

What's different about cyberbullying?

Bullying is not new, but some features of cyberbullying are different from other forms of bullying:

1. **24/7 and the invasion of home/ personal space.** Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

2. **The audience can be very large and reached rapidly.** The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.

3. **People who cyberbully may attempt to remain anonymous.** This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.

4. **The profile of the bully and target.** Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.

5. **Some instances of cyberbullying are known to be unintentional.** It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

6. **Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it's important to know how to respond!

Cyberbullying and the law.

Education law: Bullying is never acceptable. The school community has a duty to protect all its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

Civil and criminal law: Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

'I felt that no one understood what I was going through. I didn't know who was sending me these messages, and I felt powerless to know what to do.'
A pupil

Information taken from http://old.digizen.org/

Appendix 2 – How is technology used to Bully?

Information taken from http://old.digizen.org/

How is Technology Used to Bully?

Technology can be used both positively and negatively. The table below explores the range of ways today's technology can be used.

Technology:	Great for:	Examples of misuse:
Mobile phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messenger (IM)	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chatrooms and message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
Email	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
Social network sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
Virtual Learning Environments (VLEs)	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represents them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.