



CARLETON COMMUNITY HIGH SCHOOL

A Specialist Science with Mathematics School

ANTI-BULLYING POLICY

Date of Issue: September 2016

Date of Next Review: September 2018

Review Frequency: Every 2 years

Anti-bullying Policy (reviewed September 2016)

- Bullying is NEVER acceptable and we want our school to be a; happy, caring, healthy, friendly and safe learning environment in and around school, on the way to and from school and in online environments.
- **We want our school community to “never walk by or ignore” poor behaviour or bullying!**
- We recognise our responsibility to act promptly, efficiently and sensitively to all reported issues of bullying and will use strategies, including restorative approaches, interventions, support and sanctions, as deemed appropriate by the school for the nature and frequency of the bullying issue in line with school policies, taking in to account, if appropriate, the wishes of parties involved in the alleged bullying issue.

What is bullying?

- bullying behaviour deliberately causes hurt (either physically or emotionally)
- bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour) & can involve derogatory language (unflattering, unkind)
- bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves)
- bullying can be direct (face to face with the person causing the harm) or
- bullying can be indirect (through another person who helps to cause harm)

Types of Bullying

<p>Bullying linked to prejudice and discrimination</p>	<ul style="list-style-type: none"> • Bullying can also be linked to prejudicial behaviour or targeting of certain individuals or groups • for example homophobic bullying, bullying of children with special educational needs and disabilities, bullying related to health conditions and allergies, bullying related to race and religion, bullying of children in care, bullying of children who care for their parents or their siblings (young carers), and gender based bullying (e.g. transphobic, sexual and sexist bullying).
<p>Bullying related to appearance</p>	<ul style="list-style-type: none"> • We also know that children and young people can be subjected to bullying related to their physical appearance (e.g. weight, height, disfigurements, hair, teeth, skin conditions, glasses and clothes).
<p>Sexual bullying</p>	<ul style="list-style-type: none"> • Sexual bullying is any behaviour with a sexual element that is harmful, non-consensual and repeated. <p>This could include;</p> <ul style="list-style-type: none"> • sexual comments and name-calling, • spreading of sexual rumours, • use of technology to spread sexual gossip, comments or images, • exposing body parts and non-consensual touch (e.g. touching body parts, pulling bra straps, raising skirts, pulling down trousers).
<p>cyberbullying</p>	<p>Cyberbullying can include;</p> <ul style="list-style-type: none"> • sending or posting of harmful messages, comments and images online or through mobile phones, • exclusion from social networking and impersonating of others to cause harm

Bullying can be:

Emotional	<ul style="list-style-type: none">• threatening violence, being unfriendly, excluding, tormenting (e.g. hiding books, hiding bags, threatening gestures)
Physical	<ul style="list-style-type: none">• pushing, kicking, hitting, punching or any use of violence
Racist	<ul style="list-style-type: none">• racial taunts, graffiti, gestures
Sexual	<ul style="list-style-type: none">• unwanted physical contact or sexually abusive comments
Homophobic	<ul style="list-style-type: none">• because of, or focussing on the issue of sexuality (lesbian, gay, bisexual and transgender)
Verbal	<ul style="list-style-type: none">• name-calling, sarcasm, spreading rumours, teasing
Cyber	<ul style="list-style-type: none">• All areas of internet, eg: email, social networks & internet chat room misuse,• Mobile threats by text messaging & calls• Misuse of associated technology , i.e. Ipod, MP3, camera & video facilities (more detail is given below)

Bullying is not:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to and enjoy (though watch this one as coercion can be very subtle)

Bullying and Civil Law and Criminal law:

- Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.
- If school staff believe that an offence may have been committed, we will seek assistance from the police and pursue the matter formally and inform the perpetrator of our actions
- We may contact the local police directly or via PC Hall, our Police Liaison Officer
- For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Some examples of bullying behaviour that could be considered criminal include:

- threatening or actual physical assault
- threatening or actual sexual assault
- the use of technology to bully and harass
- theft
- coercing others to commit a crime
- hate crime (e.g. racism)

Bullying outside the School Premises

- Head teachers have a specific statutory power to discipline learners for poor behaviour outside of the school premises. (*Section 89(5) of the Education and Inspections Act 2006*)
- This gives head teachers the power to regulate learners' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.
- This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it should be investigated and acted on.
- The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a learner.
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Safeguarding Children and Young People

- Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.
- Where this is the case, the school staff responsible will report their concerns to their local authority children's social care.
- Even where safeguarding is not considered to be an issue, the schools may need to draw on a range of external services to support the learner who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

The use of new communication media and Cyber Safety

- As a school we expect all of our staff, learners and family members to protect themselves and others and behave responsibly, respectfully, safely and lawfully when online or using mobile phone or other communication media **which in any way links to our school community**.
- Bullying is not new, but some features of **cyberbullying** are different from other forms of bullying:

What is different about cyberbullying?

1. 24/7 and the invasion of home / personal space	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 of cyberbullying to move on without a lot of support
3. People who cyberbully may attempt to remain anonymous	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 .	<ul style="list-style-type: none">• This is one of the reasons why it's important to know how to respond!

Safety from Cyber Bullying & Harassment

- This is the use of new media to threaten, abuse or harass another person
- Learners, as all other internet users can be crueller and more threatening online than they can be face to face, so as a school we want to be a

Safety from Sexting

- Sexting is where a learner sends sexual pictures of themselves or another learner to another person electronically.

Keeping Safe Online and when using the new technologies;

Actions to be taken by Learners

- Always respect others - be careful what you say online and what images you send.
- Think before you send - whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush - keep it to yourself.
- Only give your mobile number or personal website address to trusted friends.
- Block the bully - learn how to block or report someone who is behaving badly.
- Don't retaliate or reply!

- Save the evidence - learn how to keep records of offending messages, pictures or online conversations.
- Make sure you tell;
 - a) an adult you trust,
 - b) or call a helpline like ChildLine on 0800 1111 in confidence;
 - c) or contact cyber mentors: <http://cybermentors.org.uk/>
 - d) the service provider provider's website to see where to report incidents;
 - e) your school - your teacher or the anti-bullying coordinator can help you
 - f) contact your buddy or a member of the Peer Mediator Team
 - g) Report the incident to
- Finally, don't just stand there - if you see **cyberbullying** going on, support the victim and report the bullying. **How would you feel if no one stood up for you?**

Action to be taken by Parents / Carers

1. Be aware, your child may as likely cyberbully as be a target of cyberbullying.
2. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
3. Talk with your children and understand the ways in which they are using the internet and their mobile phone.
4. See the **NINE key messages** for learners (see above) to get you started.
5. Use the tools on the service and turn on in-built internet safety features.
6. Remind your child not to retaliate.
7. Keep the evidence of offending emails, text messages or online conversations.
8. Report cyberbullying:
 - a. Contact school if it involves another learner, so we can take appropriate action.
 - b. Contact the service provider.
 - c. If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

How is Technology Used to bully other learners?

Type of Technology	How the technology may be used to bully other learners, other adults, family members and possibly staff:
1. Mobile Phone	<ul style="list-style-type: none"> • Sending nasty calls or text messages, including threats, intimidation, and harassment. • Taking and sharing humiliating images. • Videoing other people being harassed and sending these to other phones or internet sites.
2. Instant Messaging	<ul style="list-style-type: none"> • Sending nasty messages or content. • Using someone else's account to forward rude or mean messages via their contacts list.
3. Chat rooms & message boards	<ul style="list-style-type: none"> • 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.
4. Email	<ul style="list-style-type: none"> • 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.
5. Webcams	<ul style="list-style-type: none"> • Making and sending inappropriate content. • Persuading or threatening young people to act in inappropriate ways. • Using inappropriate recordings to manipulate young people.
6. Social Network sites	<ul style="list-style-type: none"> • 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.
7. Video hosting sites	<ul style="list-style-type: none"> • Posting embarrassing, humiliating film of someone.
8. Virtual Learning Environments (VLEs)	<ul style="list-style-type: none"> • Posting inappropriate messages or images. • Hacking into someone else's account to post inappropriate comments or delete schoolwork.
9. Gaming Sites, Consoles & Virtual Worlds	<ul style="list-style-type: none"> • 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.

Technology is great and offers fantastic opportunities for children. However, the technology can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyberbullying.

Adults need to help children and young people prepare for the hazards whilst promoting the many learning and social opportunities available.

What are the signs and symptoms of bullying? Indicators for adults and learners

A learner 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:

1. is frightened of walking to or from school
2. doesn't want to go on the school / public bus
3. begs to be driven to school
4. changes their usual routine
5. is unwilling to go to school (school phobic)
6. begins to truant
7. becomes withdrawn anxious, or lacking in confidence
8. starts stammering
9. attempts or threatens suicide or runs away
10. cries themselves to sleep at night or has nightmares
11. feels ill in the morning
12. begins to do poorly in school work
13. comes home with clothes torn or books damaged
14. has possessions which are damaged or " go missing"
15. asks for money or starts stealing money (to pay bully)
16. has dinner or other monies continually "lost"
17. has unexplained cuts or bruises
18. comes home starving (money / lunch has been stolen)
19. becomes aggressive, disruptive or unreasonable
20. is bullying other children or siblings
21. stops eating
22. is frightened to say what's wrong
23. gives improbable excuses for any of the above
24. is afraid to use the internet or mobile phone
25. is nervous & jumpy when a cyber message is received

These signs and behaviours described above could indicate other problems, but bullying should be considered a possibility and should be investigated by parents and carers working with the school to find the likely cause for the concerns observed.

Prevention Strategies

Curriculum Work	<ul style="list-style-type: none">• PSHCE Curriculum• Tutor Time• Assemblies• Anti-bullying Week
Mediation	<ul style="list-style-type: none">• The•
Buddies (and befriending)	<ul style="list-style-type: none">• Each learner in Y7 has a buddy who they can talk to about any issues
Monitoring in and around school	Data collection methods; <ul style="list-style-type: none">• SIMS behavior incident reports• Exclusion relating to bullying incidents• Records of Bullying Reports via text or weblink from school website• Audit responses from; staff, learners and parents / carers Duty Teams <ul style="list-style-type: none">• All duty Team Leaders will ensure that each duty team member follows up any reported incidents of bullying
Safe Havens	The following areas are designated safe havens; <ul style="list-style-type: none">• The Library - by agreement with Mrs. Eastell• Lunchtime Club in Pathways - by agreement with Pathways Team
Feedback from School Community on Development of Anti-bullying Policy	<ul style="list-style-type: none">• Consultation on Policy Development

How will the school respond to Bullying Issues?

1. Prevention & Recognition of Bullying Issues
2. Reporting, Investigating and Recording of Bullying Issues
3. Early Intervention, Support and Sanctions
4. Involving & Communicating with Parents / Carers
5. Involving & Communicating with Learners
6. Learner Education and Training
7. Staff Training
8. Monitoring & Evaluating Responses to Reported Bullying Issues
 - Investigating the incident
 - We will investigate and respond to incidents of bullying
 - Support for Victim

Support for Learners:

- Talk to Tutor, Subject Teacher or any member of staff that you feel comfortable
- Talk to one of our Pastoral or Welfare Team
- Talk to your Buddy (for Y7 students)

- Cyber Mentors www.cybermentors.org.uk

In producing this policy we have made use of many documents & links, including:

1. Preventing & Tackling Bullying: Advice for School Leaders, staff & Governing Bodies (DFE 2011)
2. Beat Bullying Website <http://www.beatbullying.org/>
3. The Anti-bullying Alliance website <http://www.antibullyingalliance.org.uk>
4. ABA Tools for Schools website <http://www.abatoolsforschools.org.uk>
5. NSPCC website: <http://www.nspcc.org.uk> (Check points for schools)
6. OFSTED 2012: No Place for Bullying
7. The Equality Act 2010
8. Cyberbullying: A whole-school community issue (DCSF 2007)
9. The Education and Inspections Act 2006
10. Kidscape Anti-Bullying Policy For Schools
11. the Communications Act 2003
12. the Malicious Communications Act 1988
13. the Public Order Act 1986
14. Protection from Harassment Act 1997