



Keble Prep Anti-Bullying Policy

Aim

In our school the individual counts. With such an ethos there can be no place for bullying of any kind.

Objectives

The objectives of this policy are to define what we understand as bullying, to understand how and where it arises and how all connected with bullying should respond to the behaviour. All should be also aware that bullying in any form can cause psychological damage and that harassment and threatening behaviour are criminal offences. Furthermore if the bullying is deemed to represent a risk of significant harm to any person involved, it should be regarded as a safeguarding issue. This policy aims to detail an effective anti-bullying strategy.

Definitions

Bullying can be defined as any situation where one person uses verbal, emotional, psychological or physical means to intentionally hurt another pupil.

- Bullying is the deliberate use of aggression.
- Bullying takes place where there is an unequal power relationship between bully and victim.
- Bullying is intentionally hurtful behaviour.
- Bullying is repeated over a period of time.
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the three main types are:

Physical	hitting, kicking, taking belongings
Verbal	name calling, insulting remarks that are of a racist, religious, sexist, homophobic or cultural nature. We would include remarks that target an individual's special educational needs and or disabilities or because a child is adopted or a carer.
Indirect	spreading nasty stories about someone, excluding someone from social groups

Remember that there is a difference between the premeditation of cruel words or violent actions and a spontaneous outburst. For this reason the above definition of bullying can be further refined by stating that bullying behaviour is repeated over time with the intention to hurt another pupil or group either physically or emotionally. This behaviour is often motivated by prejudice against certain groups. Bullying will most often occur on school premises but this policy also covers such behaviour on

authorised journeys or residential trips but also (particularly with regard to cyber-bullying) to activities away from school that impact on the pupil's well-being at school.

Cyber Bullying

The school takes the online safety of its pupils very seriously and applies the same expectations to cyberbullying as it does to safeguarding although it accepts there will be a greater reliance on monitoring than filtering.

Definition

“Cyberbullying” means bullying through the use of technology or any form of electronic communication. This can entail a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a personal or network computer, telephone, cellular telephone, text messaging device and tablet. Cyber bullying can be both direct and indirect.

Examples

Examples of conduct that may constitute cyberbullying include, but are not limited to:

- i) Posting slurs or rumours or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website or other online application;
- ii) Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the target;
- iii) Impersonating or representing another student through use of that other student's electronic device or account to send email, text messages, instant messages (IM), or phone calls;
- iv) Sending email, text messages, IM, or leaving voicemail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone; and
- v) Using a camera phone or digital video camera to take and/or send embarrassing or “sexting” photographs of other students.

Procedures

It is important to note that the School, through the Headmaster, has the legal right/obligation to deal with cyber-bullying even if the bullying takes place away from school premises and outside school hours.

The process for dealing with confirmed, or alleged, cyber-bullying is the same as outlined elsewhere in this policy. However please note the lead on the investigation is held by the e-Safety Officer who will keep others informed and has the power to use external agencies to look through metadata linked to the bullying. The usual forms of punishment may be added to by the removal of the pupil's right to access technology or equipment for a fixed period.

The ICT curriculum addresses issues concerned with cyber-bullying and gives appropriate advice to victims and bullies. Often cyber-bullying involves a group emotionally hurting an individual or threatening physical harm.

Bullying Exists in all Schools

It is important to remember that bullying exists in all schools in some form or other. We must therefore aim:

- i) to encourage and enhance the security of our pupils
- ii) to recognise that bullying disrupts learning
- iii) to recognise that bullying can have a knock on effect on absence from school
- iv) to have a clear policy communicated effectively to pupils, staff and parents
- v) to create an environment of good behaviour and respect by modeling good behaviour and celebrating success
- vi) to make it easy to report bullying – including cyber-bullying
- vii) to use assemblies, PSHE lessons etc. to address the issue of bullying and promote correct behaviour for all concerned, bullies, victims, and bystanders
- viii) to review practice regularly, ensuring the schools policy is updated and understood and also making legal responsibilities known and providing possible sources of support
- ix) to provide training for staff and pupils. This training may at times use external resources to provide specialised knowledge and experience or new ways of raising awareness.

A Commitment to Our Children

The governors and staff at Keble School make a commitment to all our pupils that reported incidents will be:

- Taken seriously and dealt with sensitively
- Followed up with necessary support and action
- Bullying will be brought out into the open where appropriate, demonstrating that anti social behaviour will not be tolerated

How do Cases of Bullying Come to Light?

- A member of staff noticing things are not as they should be
- The victim talking to a member of staff
- Other boys talking to a member of staff
- Parents contacting the school, sometimes requesting that the source of information be kept secret

How do we React to Parents or Pupils Reporting Bullying?

- Make them feel at ease
- Give them time to explain the situation - Listen carefully
- Make notes.
- Pass no immediate judgement
- Make it clear that the problems will be treated seriously and looked into as a matter of urgency

How Should we as Teachers Proceed?

- Every allegation of bullying should be passed on using the form “Logging a Concern – Alleged or Suspected Bullying”. (Appendix 1 – attached)
- A copy should always go to the Director of Pastoral Care who will keep a central record. If the pupils concerned are in the Junior School a copy should also go to the Head of the Junior School or if the matter concerns cyber-bullying a copy should also go to the e-Safety Officer. These individuals will investigate the matter and do so in coordination with the Director of Pastoral Care.
- it may well be that the Form Tutor is used during the investigative process but if not, he or she should always be kept informed of the allegation and the progress of the investigation including its conclusion.
- In a single sex boys’ school we must be aware of homophobic bullying and all cases should be reported to the Director of Pastoral Care. Casual and unkind use of the word “gay” should be challenged and recorded.

General Procedure

- i) Make a preliminary investigation by talking to witnesses (if any) recording their comments When? Where? What?
- ii) Consult with colleagues – find out relevant history/background.
- iii) Check the pupils’ records (via 3sys) for previous incidents. Pre September 2014 all records could be found, in the Junior School in the ‘Black Folder’ and in the Senior School in the class Pastoral File
- iv) Interview boys separately to test their version of events.
- v) If one party admits to being the aggressor, he should be left in no doubt about the School’s disapproval of his actions. He should also be told that a full account of what has happened will be kept on file for future reference if necessary.
- vi) If, as sometimes happens, both parties feel aggrieved, it may be possible to get the boys to discuss the matter and see the others’ point of view, this will ensure both parties are clear of the expectations moving forward.

- vii) It may be necessary to act on one's own judgment and decide who is the bully and who is the victim.
- viii) Tell the victim that you (or any other teacher with whom they feel comfortable) are available to be talked to about any recurrence at any time and the matter will be treated with urgency.
- ix) Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm a bullying incident should be addressed as Safeguarding and Child Protection concern and be reported to the Designated Safeguarding Lead.

Role of Witness

There is nearly always a witness and children must be encouraged to speak out. The majority of pupils in school may not be involved in bullying behaviour themselves but they are likely to know that it is happening. They may even witness it taking place. They may do nothing because they are afraid, uncomfortable or do not know what to do. It is possible to motivate peer pressure so that pupils can take an active stand against bullying behaviour.

Pupils can be encouraged to be active bystanders by:

- Not allowing someone to be deliberately left out of a group.
- Not smiling or laughing when someone is bullied.
- Telling a member of staff what is happening.
- Encouraging the bullied pupil to join in with their activities or group
- Telling the bullying pupil to stop what they are doing
- Showing the bullying pupil that they disapprove of their actions.

How Should the Matter End?

- i) Make notes of interviews and actions taken. Attach these to the initial Logging a Concern Sheet and pass to the person conducting the investigation (where necessary). When the matter is concluded pass a copy of everything to the Director of Pastoral Care who will file the documentation in the central record.
- ii) Determine whether the matter meets the criteria of bullying as outlined above – especially with regard to being repeated over time – and record it as such. It may well be that the incident was one of unkind behaviour, however unpleasant it may have been.
- iii) Victims and parents may well want to see the bully punished in some way. The school will apply disciplinary measures to pupils who bully. These will be applied fairly, consistently and take reasonable account of any specific needs. This will be determined appropriately by the Headmaster/Deputy Head and

Director of Pastoral Care. The school recognises that where there is a child engaging in bullying behaviour they may need support themselves.

- iv) It is important to involve the parents of all parties so that parents feel confident that the school will take the issue seriously and resolved the issue in a way that protects the child. The Headmaster, Deputy Head, Head of Junior School or Director of Pastoral Care will contact the Parents of the bully/victim to draw matters to a clear and satisfactory conclusion.
- v) Experience suggests that a face-to-face apology is often appreciated by the victim and is also an opportunity for the teacher to gauge the sincerity of the bully.
- vi) If following these actions the bullying continues to take place, further support or sanctions may be used to try to modify the behaviour. It should be pointed out that these can include fixed term exclusions and in the final case a permanent exclusion of the bully.
- vii) Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm a bullying incident should be addressed as Safeguarding and Child Protection concern and be reported to the Designated Safeguarding Lead.
- viii) Whether or not the alleged bullying incident is deemed a Safeguarding and Child Protection issue the school can draw on a range of external services to support the pupil. This will be done by contacting the Enfield SPOE or CAMHS for services.

Monitoring and Evaluation

All staff are responsible for monitoring and dealing with bullying behaviour within the school. The Deputy Head and Director of Pastoral Care should maintain such records as to assist with the evaluation of this policy.

Links to other Policies

This policy is linked to the Behaviour and Discipline Policy and the Safeguarding and Child Protection Policy. Although not statutory, this policy took guidance from the DfE document "Preventing and Tackling Bullying" Advice for Headteachers, Staff and Governing Bodies (July 2017) a copy of which can be downloaded from the DfE website.

Review Cycle

As this policy is a statutory requirement and legally required of the school, it should be reviewed every two years by Staff, SLT and Governors.

First implemented Sept 2007

Next Review Sep 2020

Guidance on Dealing with Bullying

How do We Help the Victim?

- Stop the bullying
- Encourage children to get away from the situation as quickly as possible
- Encourage children to tell an adult what has happened straight away
- Victims should not blame themselves for what has happened

Bullied children may have to learn assertiveness techniques: e.g.: -

- How to make assertive statements
- How to resist manipulation and threats
- How to respond to name calling
- How to leave a bullying situation
- How to escape safely from physical restraint
- How to enlist support from bystanders
- How to boost their own self esteem
- How to remain calm in stressful situations

Teachers can be aware of and pick up on incidents in the classroom where pupils are being pressured or teased by their peers, and support them in

- PSHE and other curriculum work on bullying, allowing discussion
- Moral education, assemblies
- Drama, role play
- Circle time
- Ensuring strict supervision of all areas of the school
- Guiding children on how to keep a diary of bullying incidents
- Improving self esteem by success

How do We Tackle Bullying Situations?

- Make preventing and tackling bullying a high priority within the school with a clear commitment from the Head, governors and senior staff
- Promote school values which reject bullying behaviour and promote cooperative behaviour as stated in the Keble principles
- Use the curriculum to raise awareness of bullying
- Re-emphasise the whole school policy against bullying in association/form periods
- Pupils should feel able to tell staff if they are being bullied
- Any bullying behaviour should be responded to promptly and consistently.
- The policy will be maintained and evaluated

How Do We Change the Bully's Behaviour?

Whilst the bully must always be expected to atone for his bullying behaviour, it is important to recognise that many bullies have been victims themselves and steps must be taken to educate them regarding acceptable forms of behaviour.

- As bullying is deliberate it can therefore be stopped
- Train "good behaviour". Children need to be taught how to be kind, caring and generous
- Praise good behaviour when it is observed
- Respond to bad behaviour. Ignoring bad behaviour condones it
- Supervise closely
- Set or point out an example of desirable behaviour
- Keep a record of aggression for feedback; the bully needs to feel that he is being watched
- Train to resist provocation
- Help the bully to acquire an insight into the plight of the victim
- Face up to effects of aggression
- Make amends for damage and distress
- Channel aggression into other activities