



Milbourne Lodge School

Anti-Bullying Strategy

September 2016

(Whole School including EYFS)

Bullying is an anti-social behaviour that affects everyone – it is unacceptable at Milbourne and will not be tolerated. The aim of this anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

This policy should be read in conjunction with the school's policies:

- Safeguarding (Child Protection)
- Removal and Review PSHEE Policy
- Schemes of Work and is integral to the Spiritual, Moral, Social and Cultural development of pupils.
- This anti-bullying document is also compliant with: Keeping Children Safe in Education, DfE, Sept 16

Rationale

Bullying can damage an individual both physically and emotionally. It can be serious and cause psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws that apply to harassment and threatening behaviour. All reports of bullying will be dealt with in a serious manner.

Our commitment

Milbourne will provide a caring, friendly and safe environment for pupils so they can learn in a relaxed and secure atmosphere, in which pupils and parents feel that they can report bullying incidents confident that they will be dealt with in an appropriate manner. Pupils are expected to report bullying incidents to a teacher and parents should let the School know immediately if they believe their child is being bullied.

This policy, Strategy and Guidance is designed to cover all aspects of our provision, including Pre Prep, Prep and extra curricular clubs.

Introduction

Effective anti-bullying strategies involve two separate components: responding to incidents and preventing bullying from occurring.

1. It is a Government requirement that all Schools have an anti-bullying policy. This policy has regard to the non-statutory DfE advice Preventing and Tackling Bullying 2014. Milbourne also recognises the other publications that address bullying, including Article 28 of the United Nations Convention on

the Rights of the Child, (ratified by the UK in December 1991, and Section 175 of the Education Act 2002 sets out the requirements for governing bodies in relation to the welfare of children in their School.

2. This policy should be read in conjunction with (see separate policy), use of mobile phones, and safeguarding.
3. Whilst the Head of School is responsible for staff adherence to this policy, and for updating the policy, it is the responsibility of all staff to look out for potential incidents of bullying. We also expect parents and pupils to bring to our attention any suspected bullying.

Definition of Bullying

This guidance defines bullying as behaviours by an individual or group, usually repeated overtime, that intentionally hurts another individual or group either physically or emotionally.

Types of Bullying

Bullying can take different forms, but the three main types are:

Physical Verbal Indirect

Hitting, kicking, taking or hiding belongings (including money), name-calling, teasing, insulting, writing unkind notes.

Nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones. Ignoring someone

All of the above methods of bullying have a psychological effect on the victim, and on occasion causes severe harm.

Racist Bullying – this refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Bullying related to sexual orientation/gender – this refers to the hurtful behaviour both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their sexual orientation (especially those who are lesbian, gay or bisexual – homophobic bullying), or their gender.

Online bullying – this can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

SEN or disability related bullying – when an individual or group uses someone's individual characteristics such as their intelligence, their learning ability or their disability to cause harm and upset.

The Aims of the Policy

Milbourne aims to:

- Enable pupils to understand clearly what constitutes bullying throughout the curriculum and day to day life at School by raising awareness. Enable pupils to understand that bullying, whether it is physical, verbal or indirect will not be tolerated at Milbourne.
- Enable parents to feel confident that bullying will be firmly dealt with by the School.
- Promote a non-violent ethos in the School.
- Raise staff awareness of the presence of bullying.
- Establish guidelines for action where bullying is evident.
- Ensure that all pupils feel it is 'safe to learn' in our environment.
- Expectation that pupils and staff have a clear understanding of the effects of bullying on the individual. Although bullying is not a specific criminal offence, there are criminal laws that apply to harassment and threatening behaviour.

The role of the Head

1. It is the responsibility of the Head to develop and implement the School anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the School policy, and know how to identify and deal with incidents of bullying.
 2. The Head ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this School. The Head draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong. An Anti-bullying Assembly is held during Anti-Bullying week in November.
 3. The Head sets the School climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming School, bullying is far less likely to be part of their behaviour.
 4. The Head provides support for staff in the handling of bullying cases, and the prevention of bullying. This would include training, which covers the identification of ways to reduce the risks of bullying at times and places where it is most likely to occur, sharing of information, ensuring child protection issues is a permanent fixture on meeting agendas, and providing guidance to staff if required.
5. The Head and DSL ensures that records of any bullying incidents are maintained, and that if required external agencies are involved. These records provide documentary evidence that can be used to monitor patterns of behaviour as well as consistency in the implementation of policy.

The role of teachers and support staff

1. All the staff in our School take all forms of bullying seriously, and seek to prevent it from taking place by promoting an ethos where children feel able to talk about their lives and feelings.

2. If teachers witness an act of bullying, they will first record it themselves on SIMS and then refer it to the Head/Deputy Head Pastoral. Teachers and support staff do all they can to support the child who is being bullied.
3. When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This will involve support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his /her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, staff inform the Head. The Head may then decide to invite the child's parents into the School to discuss the situation. Bullying is a serious issue and incidents will be dealt with in a similar manner. In cases of severe and consistent bullying strong sanctions such as exclusion may be necessary.
4. It must be remembered that a bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. In such incidences, cases of bullying will be reported to the external agencies-CSC or the police.
5. For advice, especially if you are unsure about whether or not the threshold for action has been met, always refer to the DSL of the following areas:
 - EYFS/KS1: Sarah Jones (DSL) Tiziana Jarvis (Deputy DSL)
 - KS2: Paul Angus (DSL) Sara Ashford and Tom Brooks (Deputy DSLs)
 - E-Safety: Paul Angus (DSL) Sara Ashford and Tom Brooks (Deputy DSLs)
6. Pupil welfare is the first item on the agenda at all weekly staff meetings and members of staff present , discuss any concerns so that the whole staff is aware of any issues. Teachers or support staff who do not attend staff meetings are able to read the minutes of the meeting and should inform the Head prior to the staff meeting of any pupils of who the whole staff needs to be aware, or are briefed by the Head, Deputy, or class teacher. This information equips everyone to identify bullying and to follow School policy and procedures with regard to behaviour management.

Anti bullying Strategy

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. These include:

- Discussion of such matters in class debates, role plays, tutorials and assemblies (etc) to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.
- Teachers use educational elements such as personal, social, and health education (PSHE), assemblies, projects, drama, stories, literature, historical events and current affairs to educate children about the seriousness of bullying. Teachers educate children in how to recognise bullying and the ways to avoid it.

- Children are made aware of BOB box on a regular basis both in assemblies and in PSHEE tutorial times. Children post their name and the DSL will come to find them discreetly. DSL will then pass on the children's concerns to the Head and the class teacher. Toot Toot system of reporting by pupils to staff will be introduced during the Autumn Term 2016 as an alternative way of pupils contacting an adult in school if they have a concern.
- Online-Bullying (Cyber) differs to other kinds of bullying as it is an invasion of home and personal space. The ICT teacher informs children and parents about Online Safety (E-safety); the importance to respect others when sending messages by phone or text and to 'think before you send'. Keeping passwords personal and only giving their mobile number or personal website address to trusted friends. Children are advised not to retaliate or reply to bullying messages, to save evidence of persistent cyber-bullying and make sure they tell an adult. Pupils all sign a safety contract and have a designated lesson in ICT which reminds them of the dangers of social media.
- All staff are asked to flag up issues of potential or actual bullying to the Head as soon as possible. There is also a formalised opportunity for staff to do this each week in EYFS and School meetings. Teachers are asked to record any incidents of bullying.
- Staff are required to attend all available training in relation to anti-bullying.

Staff complete and anti –bullying awareness course online to ensure that they are fully informed on issues relating to the different types of bullying. The role of parents

1. Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If action is taken immediately it is often possible to deal with the matter at this level.
2. A parent who is dissatisfied with the way that the School has dealt with a bullying incident can then refer the matter to the Head and ask him/her to conduct an investigation into the case and to report back.
3. Parents have a responsibility to support the School's anti-bullying policy, actively encouraging their child to be a positive member of the School. We expect parent to have a clear understanding of the part they can play to prevent bullying, including when they find themselves as bystanders.
4. Parents are informed about activities carried out in school related to the topic through the newsletters and emails home.

Sexting

What does 'sexting' mean?

Sexting is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by a child's future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

Why is this happening?

As mobile phones with cameras and internet access are readily available these days – and indeed, the increased use of Bluetooth technology - images can be shared easily and at a reduced cost between friends at school.

As well as this, young people will always look to push the boundaries at an age when they are more sexually and socially aware.

Step 1 Disclosure by a student ..

Your school policies should outline the protocols relating to any form of disclosure from a student. Sexting disclosures should follow the normal safeguarding practices and protocols. A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to social services.

The following questions will help decide upon the best course of action:

- **Is the student disclosing about themselves receiving an image, sending an image or sharing an image?**
- **What sort of image is it? Is it potentially illegal or is it inappropriate?**
- **Are the school child protection and safeguarding policies and practices being followed?** For example, is a member of the child protection team on hand and is their advice and support available?
- **How widely has the image been shared and is the device in their possession?**
- **Is it a school device or a personal device?**
- **Does the student need immediate support and or protection?**
- **Are there other students and or young people involved?**
- **Do they know where the image has ended up?**

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

Step 2 Searching a device – what are the rules?..

In a school-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. The interpretation of this Act has not yet been tested and many schools ban personal devices in schools. For more information about the Act go to:

www.legislation.gov.uk/ukpga/2011/21/section/2/enacted

www.education.gov.uk/aboutdfe/advice/f0076897/screening-searching-and-confiscation/screening-searching-and-confiscation

A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. When searching a mobile device the following conditions should apply:

- **The action is in accordance with the school's child protection and safeguarding policies**
- **The search is conducted by the head teacher or a person authorised by them**
- **A member of the safeguarding team is present**
- **The search is conducted by a member of the same sex**

If any illegal images of a child are found you should consider whether to inform the police.

As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an "experimental" incident is not referred to the police the reasons for this should be recorded in writing.

Always put the child first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed.

x Never..

- **Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest that there is an immediate problem**
- **Print out any material for evidence**
- **Move any material from one storage device to another**

✓ **Always...**

- **Inform the school child protection officer (CPO)**
- **Record the incident**
- **Act in accordance with school safeguarding and child protection policies and procedures**
- **Inform relevant colleagues/senior management team about the alleged incident before searching a device**

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. Under normal circumstances you would follow the reporting procedures on the respective website; however, in the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should report the incident directly to CEOP www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 What to do and not do with the image..

If the image has been shared across a personal mobile device:

✓ **Always..**

- **Confiscate and secure the device(s)**

✗ **Never...**

- **View the image unless there is a clear reason to do so (see *bullet 2 above*)**
- **Send, share or save the image anywhere**
- **Allow students to do any of the above**

If the image has been shared across a school network, a website or a social network:

✓ **Always..**

- **Block the network to all users and isolate the image**

✗ **Never...**

- **Send or print the image**
- **Move the material from one place to another**
- **View the image outside of the protocols in your safeguarding and child protection policies and procedures.**

Step 4 Who should deal with the incident..

Often, the first port of call for a student is a class teacher. Whomever the initial disclosure is made to must act in accordance with the school safeguarding and/or child protection policy, ensuring that a member of the child protection team and a senior member of staff are involved in dealing with the incident.

The child protection officer should **always** record the incident. Senior management should also always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, professionals should make a judgement about whether or not it is appropriate to do so.

Step 5 Deciding on a response..

There may be a multitude of reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident (see *Part 2* for definitions). However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

The flowcharts in *Annexes 1 and 2* will help you to decide on your response.

If indecent images of a child are found:

- Act in accordance with your child protection and safeguarding policy, e.g. notify SMT/pastoral team
- Store the device securely
- Carry out a risk assessment in relation to the young person (*Use Annex 1 and 2 for support*)
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

(Depending on the nature of the image and the family circumstances of the young person, communication with parents will need to be carefully handled. The definitions presented in Part 2 by Finkelhor and Annexes 1 and 2 will help identify how to handle communication with parents. In addition, in Part 2, there is a useful exercise in developing approaches to managing incidents of sexting.)

Step 6 Contacting other agencies (making a referral)..

If the nature of the incident is high-risk, consider contacting your local children's social care team. Depending on the nature of the incident and the response you may also consider contacting your local police or referring the incident to CEOP.

Understanding the nature of the incident will help to determine the appropriate course of action.

For further guidance:

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

When pupils witness bullying they need to report it and support the victim and not just stand by.

Procedures for Raising Awareness of Bullying

Application of School and British Values throughout the School:

- Through the curriculum, PSHEE and RE lessons, Assemblies, work with Class time and School Council and Code of Conduct
- Staff training and attendance of weekly staff meetings

The reach of bullying

1. It should be noted that bullying is not only pupil-centred – staff can also be bullied - by other staff, parents or pupils.
2. New staff are engaged with a mentor and are made aware who they can express their concerns to if the need arises, talk to their line-manager or Head, the School's HR Director. All other staff are made aware of the support available to them.

Engaging bullying issues/pro-social behaviour into the curriculum/pastoral work

1. Every subject in the curriculum has a responsibility to promote pro-social behaviour in lesson, and themes such as teamwork (Sport, Sciences), parables and moral tales (RE and Virtues Assemblies), and actual concepts of community citizenship (PSHCE and Geography) are just few examples of how this can be achieved.
2. The focus of all such work must direct all to be open in dealing with bullying, so that if a pupil is being bullied they must tell someone. We advise the pupils to tell their Teacher or Head with whom they feel more comfortable doing so. We work vigorously to ensure that friends help the victim and act as a support when it comes to informing details of the bullying. We also advise pupils to tell their parents if they feel comfortable in doing so.

Following a report of Bullying

1. If a member of staff believes that bullying is taking place, they should allow the victim to talk whilst reassuring the pupil that the School will deal with it sensitively but firmly.

2. The member of staff must refer any incidents of bullying in writing to the Head.
3. The Class Teacher liaises with Head and decides on action to be taken.
4. The Head:

- Talks with victim.
- Asks victim to describe their version of events.
- The Head records
- Calms feelings.
- Talks with alleged bully.
- Informs the parents of both parties.
- Tries to resolve the problem through reconciliation.

5. If allegation is proven and serious, the Head may take disciplinary action.
6. Can provide support for the victim via their teacher and peer mentoring
7. The DSL liaises with Class Teacher to monitor the situation, checking that further bullying is not occurring.
8. Head records incident and action taken.

Guidance on advice to victim and protagonist

To the victim:

- revenge is not appropriate
- involving other pupils, friends may not help.
- report future fears, incidents to an appropriate adult. - reconciliation or avoidance should be considered.

To the perpetrator

- behaviour is unacceptable.
- is recognised as designed to cause distress
- serious sanctions may follow.
- reconciliation or avoidance should be considered.

To the parents-

- do keep the School and staff informed by asking their child to tell the teacher or inform the School as soon as possible.

Sanctions

- reassure that the School does its best to resolve all cases.

- parents who are made aware that their child is bullying other children are asked to explain that what he/she is doing is wrong and makes other children unhappy.
- Parents informed.
- Pupil withdrawn from social contact at lunch/break times.
- Report
- Exclusion from lessons.
- Temporary exclusion.
- Permanent exclusion.

The School will endeavour to maintain support even when sanctions have been applied. If the School feels that a pattern has emerged with an individual who is being bullied, or someone is bullying, the School will act quickly and sensitively to ensure that this is dealt with.

- Bullying situations usually involve more than the bully and the victim. They also involve bystanders—those who watch bullying happen or hear about it.
- An important new strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do.

Hurtful Bystanders

- Some bystanders instigate the bullying by prodding the bully to begin. Other bystanders encourage the bullying by laughing, cheering, or making comments that further
- stimulate the bully and other bystanders join in the bullying once it has begun.
- Most bystanders passively accept bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behaviour.

Helpful Bystanders

- Have the power to play a key role in preventing or stopping bullying.
- Some bystanders directly intervene, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.
- Other bystanders get help, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

Examining the Effects on the Bystander

Why don't more bystanders intervene?

- They think, "It's none of my business."

- They fear getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don't like the victim or believe the victim "deserves" it.
- They don't want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won't help or it may make things worse.
- They don't know what to do.

Bystanders who don't intervene or don't report the bullying often suffer negative consequences themselves. They may experience:

Pressure to participate in the bullying

- Anxiety about speaking to anyone about the bullying
- Powerlessness to stop bullying
- Vulnerability to becoming victimized
- Fear of associating with the victim, the bully, or the bully's pals
- Guilt for not having defended the victim
- Preparing Children to Become Helpful Bystanders

Adults can prepare children to become helpful bystanders by discussing with them the different ways bystanders can make a difference, and by letting them know that adults will support them, if and when they step forward. Adults can also provide examples of how helpful bystanders have shown courage and made a difference in real-life situations and in their own experiences.

Anti-Bullying sessions as part of PHSEE include discussion of the Bystander effect and how to make use of it in a positive way.

Who is responsible for implementing the policy? The Head and staff. When is the policy implemented? Whenever the School is responsible for the conduct and welfare of its pupils.

This policy has been formulated using the follow:

- School support for children and young people who are bullied via DfE and <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
 - Is supported through use of a range of materials from Anti-Bullying Alliance

- OfSTED contact: Website <http://www.ofsted.gov.uk/contact-us>

Monitoring and Success Criteria

- Number of reported incidents, see log
- Response to questionnaires, both parental and pupil

Monitoring and review

- This policy is monitored by the Head
- This anti-bullying policy is the responsibility of the Head who, with the staff review its effectiveness annually. This is done by discussion at staff meetings. A careful watch is kept in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. The staff of the school monitor any incidents of bullying that occur.

This policy was reviewed and updated in March 2016. The next review will take place in July 2016 or in light of regulatory changes.

Notwithstanding all the procedures listed below it must be remembered that a bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm.

- In such incidences, cases of bullying will be reported to the external agencies-CSC or the police.
- For advice, especially if you are unsure about whether or not the threshold for action has been met, always refer to the DSLs:
 - Paul Angus, Sara Ashford, Tom Brooks, Sarah Jones

DATE OF REVIEW: 1/9/16	REVIEWED BY: Jo Dicker	COMMENTS: Guidance on sexting added
DATE OF REVIEW:	REVIEWED BY:	COMMENTS:

Next review: September 2017