TOOTING PRIMARY SCHOOL

Anti-bullying Policy

This policy was agreed on 1st November 2016.
To be reviewed in Autumn Term 2017/18.

This policy to be read in conjunction with; Equalities Opportunities Policy

Tooting Primary School Anti-bullying Policy
Policy for dealing with bullying

Definition
Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

Staff, parents/carers and children at Tooting Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated.

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent/carer(s) or other interested people.

Our Aims
♦ To provide a safe, caring environment for the whole school community, especially the children in our care.
♦ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
♦ To reassure children that they will be listened to and will know that it is all right to tell.
♦ To heed parents/carers concerns and keep them informed of actions taken in response to a complaint.
♦ A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
♦ To take appropriate action, including exclusion in cases of severe bullying.
♦ Headteacher to monitor incidents of bullying during the school year.
♦ A separate list of any racist incidents will be kept.

Help for victims and bullies.
The whole purpose of this policy must be to provide help for both the victims of bullying and also for those who are carrying it out. Whilst it may be necessary to impose the sanctions described later in this document to help resolve matters it must always be held in mind that our key aim in all strategies is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the perpetrator should understand the hurtful nature of their actions and not reiterate similar bullying behaviour in the future.

Strategy for Dealing with Bullying
A range of strategies will be introduced at the school to reduce the risk of bullying. These will include raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In dealing with bullying, staff at Tooting Primary follow these fundamental guidelines.
♦ Never ignore suspected bullying.
♦ Do not make premature assumptions.
♦ Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
♦ Adopt a problem-solving approach that moves pupils forward from self-justification.
♦ Follow up proven cases to check bullying has not returned.
♦ Keep detailed records.

In response to a complaint of bullying, the discipline procedures of Tooting Primary should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The school procedures should be followed initially by the class teacher, then Headteacher or a member of the Senior Management Team when they become aware that there may be bullying taking place.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at Tooting Primary and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents/carers of bully and victim.
8. Sanctions for the bully include:
    ▪ withdrawal from favoured activities, for example school visit
    ▪ loss of break times for a period to be determined by the headteacher.
    ▪ barred from school during lunchtimes for a period to be determined by the headteacher.
    ▪ fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the victim with a mentor/named person (usually the head or deputy head) monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.

In order to reduce incidents of bullying and recognise bullies, at Tooting Primary, all staff watch for early signs of distress in pupils. We listen, we believe, we act.

Bullying off the School Premises

Tooting Primary is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from our school action will be taken as if the incident has occurred within the school, and this includes informing parents/carers.

If a child from Tooting Primary is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no reoccurrence. Where possible, Tooting Primary will support pupils who have been bullied, by pupils from another school or by other persons, especially on their way to or from school.

In these circumstances, the following steps should be taken.
♦ Talk to the Head Teacher of another school whose pupils are bullying off school premises.
♦ Talk to the Police about problems on the local streets.
♦ Talk to pupils about how to avoid or handle bullying situations.

Bullying Directed Towards Race, Gender, Sexual Orientation, Religion or Disability
Tooting Primary will not tolerate bullying against anyone because of his or her race, gender, sexual orientation, religion or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment
Racial bullying will not be tolerated in Tooting Primary and will be treated firmly and effectively. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Equalities Opportunities Policy will be implemented.

A full investigation will be carried out, recording incidents in the school incident book and on Wandsworth LA forms. Tooting Primary has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons, in Religious Education lessons and in school assemblies.

Tooting Primary guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LA as required.

Sexual Bullying
Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from Tooting Primary. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

Tooting Primary's strategies to deal with sexual bullying include:
- recording incidents in the incident book
- developing understanding of gender relations
- exploring sexism and sexual bullying in PSHE lessons
- using single-sex groups to discuss sensitive issues
- ensuring the school site is well supervised, especially in areas where children might be vulnerable
- implementing appropriate discipline procedures as appropriate.

Sexual Orientation
Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:
- recording incidents in an incident book.
- awareness by staff that homophobic bullying can occur
- challenging homophobic language and explore pupils' understanding – they might not understand the impact
- implementing discipline procedures if the bullying warrants it.

Special Education Needs or Disabilities
Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Tooting Primary makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend may be appointed for the pupil to confide in.

High attainers, gifted or talented pupils can also be affected by bullying. Staff should treat this as seriously as any other type of bullying.

Cyber-bullying
Today's children and young people have grown up in a world that is very different from that of most adults. Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities; always on and always there. Above all, information communication technologies support social activity that allows young people to feel connected to their peers.

Unfortunately, technologies are also being used negatively. When children are the target of bullying via mobiles phones or the internet, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying, or be confident that the adults around them will understand it that way either. Previously safe and enjoyable environments and activities can become threatening and a source of anxiety.

As mobile phone and internet use become increasingly common, so has the misuse of this technology to bully. Current research in this area indicates that cyberbullying is a feature of many young people's lives. One study carried out for the Anti-Bullying Alliance found that 22% of young people reported being the target of cyberbulling.

What is Cyber bullying?
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:

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.

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 victims to move on.

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.

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.

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.

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

Cyber bullying 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.

Preventing Cyberbullying
To combat the potential for cyber-bullying at Tooting Primary School we feel the best way is to prevent it happening in the first place. The HT or member of the SLT will have responsibility for the coordination and implementation of cyber bullying prevention and response strategies. There is no single solution to the problem of cyber bullying. These are the five key areas that Tooting Primary has put in place as a comprehensive and effective prevention plan:

1. **Understanding and talking about cyberbullying**
   The whole school community needs a shared, agreed definition of cyberbullying. Everyone needs to be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying. Young people and their parents/carers should be made aware of pupils' responsibilities in their use of ICT, and what the sanctions are for misuse. Students and parents/carers should know that the school can provide them with support if cyberbullying takes place out of school.

2. **Updating existing policies and practices**
   We will review and update the school's anti-bullying policy plus other relevant policies – for example, policies on behaviour, pastoral care and use of technologies. Keep good records of any incidents of cyberbullying. Be able to conduct searches of internet use records at school. Knowing that the school is taking such steps may act as a disincentive for bullies to misuse school equipment and systems.

3. **Making reporting cyberbullying easier**
   No one should feel that they have to deal with cyberbullying alone, but reporting any incident of bullying can be really hard for the person being bullied and for bystanders. Provide and publicise different ways of reporting cyberbullying in schools – for instance, a student council taskforce, peer reporting, anonymous reporting – and provide information about contacting service providers directly.

4. **Promoting the positive use of technology**
   Technology is successfully being used to support engaging, positive and effective learning, and to realise and increase the potential of personalised learning by making learning more flexible, creative and accessible. Explore safe ways of using technology with learners to support self-esteem, assertiveness, participation and to develop friendships. Promote and discuss 'netiquette', e-safety and digital literacy. Show learners that the adults in the school understand the technologies they use – or get the students to teach them!

5. **Evaluating the impact of prevention activities**
   Regular reviews are vital to make sure that antibullying policies are working and are up-to-date. Consider conducting an annual survey of pupils' experiences of bullying, including cyberbullying, and a parent/carer satisfaction survey. Publicise progress and activities to the whole-school community keep cyberbullying a live issue and celebrate your successes!

Responding to Cyberbulling
Cyberbullying is a form of bullying, and therefore all schools should already be equipped to deal with the majority of cases through their existing anti-bullying policies and procedures. At Tooting Primary the following steps will be followed:

1. **Supporting the person being bullied**
   - Give reassurance that the person has done the right thing by telling someone, refer to any existing pastoral support/procedures and inform parents/carers.
   - Advise on next steps:
   - Make sure the person knows not to retaliate or return the message.
   - Ask the person to think about what information they have in the public domain.
   - Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).
   - Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom
   - Take action to contain the incident when content has been circulated:
   - If you know who the person responsible is, ask them to remove the content;
   - Contact the host (e.g. the social networking site) to make a report to get the content taken down.
   - Use disciplinary powers to confiscate phones that are being used to cyberbully. Ask the pupil to tell you who they have sent messages on to.
   - In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

2. **Investigating incidents**
   - All bullying incidents should be properly recorded and investigated. Cyberbullying can be a very serious matter and can constitute a criminal offence. In UK law, there are criminal laws that can apply in terms of harassment or threatening and menacing communications.
   - Advise pupils and staff to try and keep a record of the bullying as evidence. It can be useful to show parents/carers, teachers, pastoral care staff and the police, if necessary, what has happened.
   - Take steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

3. **Working with the bully and sanctions**
   - Once the person bullying is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required. Factors to consider when determining the appropriate sanctions include:
   - The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
   - The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?

Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time.

How is Technology Used to Bully?

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, and harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messenger	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 represent 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.

Further information

Useful Documents and Resources

DFES Website	Up to date information about anti-bullying strategies
Teachernet	As above.
CSIE	Index for Inclusion 2000: Developing Learning and Participation in Schools
CRE	Learning for All – Standards for Racial Equality in Schools 2000
DfEE	The Use of Force to Control or Restrain Pupils (Circular 10/98)
DfEE/Home Office	Social Inclusion: Pupil Support 10/99
DfEE/ Home Office	School Security: Dealing with Troublemakers 1997
Ofsted	Raising the Attainment of Minority Ethnic Pupils 1999
The Stationery Office	Bullying – Don't Suffer in Silence (Circular 0064/2000) An Anti-bullying Pack for Schools
The Stationery Office	Discipline in schools: Report of the Committee of Enquiry Chaired by Lord Elton 1989 (Reprinted 1997)

www.teachernet.gov.uk/publications

www.digizen.org

www.childnet.com

Mobile phones:
All UK mobile phone operators have nuisance call centres set up and / or procedures in place to deal with such instances. They may be able to change the number of the person being bullied. Mobile operators cannot bar a particular number from contacting a phone, but some phone handsets do have this capacity. Action can be taken against the bully's phone account (e.g. blocking their account) only with police involvement.

Contacts:
O2: ncb@o2.com or 08705214000.

Vodafone: 191 from a Vodafone phone or 08700700191 for Pay Monthly customers and 08700776655 for Pay as you Go.

3: Call 333 from a 3 phone or 08707330333.

Orange: Call 450 on an Orange phone or 07973100450 for Pay as you Go, or 150 or 07973100150 for Pay Monthly.

T-Mobile: Call 150 on a T-Mobile phone or 08454125000.