



Countering Bullying Policy

Including all of the Pre-Prep and Early Years Foundation Stage

MJF

Updated October 2018

Review and Amendment Record

Date	Person Conducting the Review	Changes Made
9 Nov 2017	MJF	None
13 October 2018	MJF	New para 2.8 confirming that holiday bullying can be taken into account when resolving issues of bullying at school

1. Introduction

At Summer Fields we try to create a community that is free from bullying. We want any bullying to be reported immediately so that it can be eradicated and so that the victim and the bully can be given help and support.

1.1 Aims and Objectives of this policy

- To encourage all members of our community to respect and tolerate and include one another, regardless of differences – whether real or perceived.
- To promote a happy and safe environment for all.
- To prevent bullying and to reduce opportunities for it to flourish.
- To support those who are, or feel, bullied and to help them, and others, feel safe in reporting instances of bullying.
- To change the behaviour of anyone discovered to be bullying.

1.2 References

Preventing and tackling bullying (Department for Education, 2014)

The Anti-bullying Alliance web site (<http://www.anti-bullyingalliance.org.uk>)

Cyber Bullying Advice for Head teachers 2014

Keeping Children Safe in Education (2018)

2. Definition of Bullying

2.1 The Department for Education defines bullying as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

2.2 The Anti-bullying Alliance defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

2.3 Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking or hiding belongings; inappropriate e-mailing; sending offensive or degrading images via the internet (see section 6 below); producing offensive graffiti; undermining; excluding people from groups; and spreading hurtful and untruthful rumours.

2.3 Bullying is often hidden and subtle, but it can also be overt and intimidatory.

2.4 Specific types of bullying include:

- Bullying related to race, religion or culture – this includes colour racism, phobias about religious beliefs and mocking personal or cultural customs.
- Bullying related to special educational needs or disabilities – this includes taunting a boy who has Learning Support lessons, name-calling (e.g. 'retard') and innuendo based on a boy's perceived academic or intellectual ability, and exploiting a boy's inability to react physically or mentally to what is happening to him.
- Bullying related to appearance or health conditions – this includes hurtful teasing or exclusion from a group because of physical appearance or health issues.
- Sexual bullying – this includes bullying behaviour that has a specific sexual dimension and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive

sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate.

- Homophobic bullying – this includes bullying that is motivated by a prejudice against lesbian, gay or bisexual people. It includes spreading rumours that someone is gay, or suggesting that something or someone is inferior and so they are “gay”.
- Cyberbullying (see section 6 below) – this includes all bullying related to the internet, mobile phones, social networking sites or any other form of electronic communication. It can include all the above types of bullying but technology is the method by which the bullying is carried out. It differs from other types of bullying in that it invades home/personal space and is difficult to control once information is circulated. It may also include sexting.
- Bullying related to a child’s family circumstances (e.g. because a child is adopted, or has caring responsibilities at home).

2.5 Boys, parents and staff should understand that serious cases of bullying can cause psychological damage or even suicide. Although bullying is not a specific criminal offence, there are criminal laws which relate to harassment and threatening behaviour.

2.6 Staff should be careful not to pass off bullying as mere “banter”.

2.7 Bullying is treated as a child protection concern when reasonable cause to believe child suffering from or likely to suffer from significant harm.

2.8 Bullying which takes place during school holidays can constitute an issue upon which the school is entitled to act. The school is likely to take into account events which have taken place during the holidays where there is a continuing issue of bullying during term-time involving the same parties

2.9 As with all issues of child protection, we heed the Threshold of Needs Matrix issued from time to time by Oxfordshire Safeguarding Children Board.

3. Prevention

3.1 The school aims to maintain and promote a culture within which bullying may not flourish. The Summer Fields Mission Statement declares that it is part of the school’s ethos *to create a happy and caring environment in which boys respect each other* and to promote *a positive, safe and well-disciplined environment*.

3.2 Educating the boys – Through the Community Code and the School Rules, the PSHEE syllabus, the programme of Assemblies and Chapel Services and through individual counselling from Tutors, Form Masters and Lodgeparents (and others) the boys are made aware that bullying is not tolerated. They are also made aware of the importance of reporting incidents of bullying and how to go about it.

3.3 Staff Training and Responsibility – Staff receive training through periodic InSET provision so that the school policy is understood and supported. Staff understand that they share a responsibility for the welfare of every boy in the school. Staff gather and share intelligence about issues between boys which might provoke conflict. Incidents of suspected bullying are raised at weekly staff briefings.

3.4 Supervision of the boys – Appropriate levels of staff duty provision are maintained during boys' free time. Staff are made aware of particular locations and times of the day that might allow greater opportunities for bullying incidents to take place.

3.5 Reporting bullying – The boys are encouraged to report all instances of bullying, whether in the position of witness or as the victim. All victims will be supported, as will witnesses who 'blow the whistle'. "Are You Happy" posters are posted throughout the school, and give boys advice on whom to talk to if they are unhappy at school for any reason.

4. Recognising Signs of Bullying

4.1 A boy who is experiencing bullying may display some of the following behaviour.

- is unwilling to come to school, or shows fear of attending specific lessons or going into a specific area of the school, or is late or absent frequently;
- shows a marked change in normal routine for no apparent reason;
- displays excessive anxiety, becomes withdrawn or unusually quiet or lacking in self-confidence;
- fails (uncharacteristically) to produce work, or produces work that is unusually poor or that appears to have been copied, interfered with or spoiled by others;
- has books, bags, clothing or other possessions that 'go missing' or are damaged;
- visits Hobson's frequently with symptoms such as stomach pains, headaches or feeling 'unwell';
- has unexplained cuts, bruises or other injuries;
- becomes aggressive, disruptive or unreasonable and may start to bully others;
- is reluctant to mix with others in public places such as the Dining Room;
- is afraid to use the internet;
- threatens or attempts to run away or harm himself or, in the extreme, suicide.

4.2 Although there may be other causes for the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated; any member of staff with concerns should share them with the Headmaster, the Deputy Headmaster or, where appropriate, the Child Protection Officer (see 5.8 below).

5. Procedures

5.1 All forms of bullying will be taken seriously and dealt with appropriately. Bullying is not tolerated at Summer Fields.

5.2 If an allegation of bullying is reported to, or an incident witnessed by, a member of staff, the first priority is to ensure the safety of any boys involved. Immediately thereafter, he/she will control the situation and reassure or support boys as necessary.

5.3 If the incident is minor, appropriate sanctions should be taken, such as Blues or Detentions, although in some cases a verbal reprimand might be deemed sufficient.

5.4 All incidents of bullying or alleged bullying must be reported to the Headmaster or the Deputy

Headmaster. In more serious and/or persistent cases of bullying or alleged bullying, one of them will at the earliest opportunity interview all parties involved. The boys may be asked to write an account of the incident(s).

- 5.4 Further sanctions may be appropriate at this stage, such as the Black Book. If this is awarded it becomes a written record of the event. The following information is written in the Black Book (kept in the Headmaster's study) and also entered on 'School Manager': date, boy's name, details of the offence, initials of the member of staff giving this punishment (usually the Headmaster or the Deputy Headmaster). Consideration will be given to the need to contact parents of those involved.
- 5.5 This written record can be helpful in identifying patterns of behaviour by an individual or by groups and in evaluating the effectiveness of the punishment. In less serious cases, where a Black Book is not awarded, the written record will take the form of brief notes in the Deputy Headmaster's diary.
- 5.6 A Bullying Register is maintained by the Deputy Headmaster (available to view on the school intranet). It contains all details of bullying behaviour, including those incidents which are insufficiently serious to lead to an entry in the Black Book.
- 5.7 Sanctions for bullying will be appropriate to the incident and the age of pupils involved but in cases of severe and persistent bullying may involve exclusion.
- 5.8 Parents of a boy found to have bullied another will always be informed
- 5.9 Relevant staff, including Tutors and Lodgeparents should also be informed. They will have a role to play in supporting and, if necessary, comforting the boys concerned, whether victim or bully.
- 5.10 A strategy will be put in place to bring the matter to a close, and to monitor and review the situation. Counselling may be considered for any of the involved parties.
- 5.11 In the extreme case that 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 a child protection concern (*Children Act, 1989*).

6. Cyber Bullying

Introduction

Summer Fields fully supports the importance and usefulness of modern technology and aims to be at the forefront of its use in education. However, there are risks involved in its use and one of these is Cyber Bullying. Through appropriate education we aim to give the boys an awareness of the dangers of technology and empower them to use it for the good of all and harm of none.

Aims

1. To ensure that pupils, staff and parents are educated to understand what cyber bullying is and what the consequences are.
2. To have in place policies and procedures to prevent incidents of cyber bullying within the school and its wider community.

3. To have in place effective measures to report cyber bullying and to deal effectively with any perpetrators of it, whether members of the community or outsiders.
4. To monitor the effectiveness of our counter measures.

What is cyber bullying?

- Cyber Bullying is the use of technology to hurt or upset someone.
- It can be an extension of all sorts of other types of bullying.
- Because of the nature of cyberspace it can extend far beyond the usual forms of bullying and does not require face-to-face contact.
- It can involve large numbers of people both as bullies or victims.
- It can invade the privacy of the victim's own home or expose the victim to ridicule across the whole Internet.
- It can be used against every person in the community including boys, their siblings, staff and parents.
- It can draw bystanders into being accessories.
- It can take the form of: harassment and cyber-stalking, threats and intimidation, defamation, exclusion and rejection, impersonation, public humiliation, manipulation and spying.

Preventing Cyber Bullying

- The PSHEE and ICT departments are responsible for educating the boys into understanding the issues around Cyber Bullying. They make sure that the boys know the consequences and unsavoury nature of this behaviour.
- Pupils and their parents are required to sign and agree to the Technology Policy prior to a boy being allowed access to the School Network. This details acceptable use and explains what is meant by inappropriate behaviour (see ICT Policy and Technology Policy).
- Access to technology capable of facilitating Cyber Bullying is limited to networked computers. Boys are not permitted to bring into school any mobile electronic device capable of communication or recording.
- The main area identified as a potential tool for Cyber Bullies is email. The only email capability available to boys is the School's own Microsoft Exchange. They do not have any access to social networking sites, nor are they able to access web-based email.
- Internet filtering reduces the chances of Cyber Bullying.
- Boys are clearly told that they should report Cyber Bullying, whether against them or witnessed, immediately to staff.
- Additional guidance is provided by several links on the school homepage and there is a 'Report Abuse' button prominently displayed, linking directly to the *CEOP* (Child Exploitation and Online Protection) Advice & Help Centre, which offers advice and provides support.
- Staff and boys are encouraged to stay safe by being told the importance of password security and the need to log off from accounts.
- The ICT Department monitors any cases of Cyber Bullying and reports them directly to the Headmaster.
- Cyber Bullying, like any other form of bullying, is a very serious offence and may lead to temporary or permanent exclusion.
- The Head of ICT is trained as a *CEOP Ambassador Trainer* and maintains a position at the forefront of technical knowledge in order to pre-empt any potentially hazardous developments in technology.
- Parents are encouraged to support the online safety of their children at home, and are made aware of the dangers and problems associated with allowing unrestricted, unmonitored Internet

access, whether by computer or by mobile technology. This takes the form of periodic fliers and documents.

Responding to Cyber Bullying

Any incident of Cyber Bullying should be handled in accordance with the Summer Fields Countering Bullying Policy, with the exception that in every case the Head of ICT should also be informed immediately. He has the ability to remove the technology that the bully is using.