



DITCHAM PARK SCHOOL

Where every child is known and valued

Anti-Bullying Policy

Compiled by	Head of Seniors
Approved by	SLT
Date of Publication	December 2018
Next Review	December 2019



Anti-Bullying Policy

Introduction

This policy relates to all children at Ditcham Park School, Junior and Senior

This policy follows the guidelines outlined in the non-statutory DfE advice *'Preventing and Tackling Bullying'* (July 2017) and *'Cyberbullying: Advice for Headteachers and school staff'* (2014). It also reflects the guidance in *'Keeping Children Safe in Education'* (September 2018).

Related Policies

The following policies, procedures and resource materials are also relevant to the School's anti-bullying policy:

- (a) Behaviour Policy
- (b) Child Protection and Safeguarding Policy and Procedures
- (c) Acceptable Use Policy for Pupils
- (d) Online Safety Policy
- (e) Whistleblowing Policy
- (f) School Ethos
- (g) Educational/External Visits Policy

These policies, procedures and resource materials are available to staff on the School's sharepoint and hard copies are available on request.

Our school ethos, **Where Every Child is known and Valued**, directs our commitment to providing an environment that is friendly, safe and where relationships are built on respect. Bullying is a breach of our ethos as well of our rules. Bullying is not tolerated in any form at Ditcham Park School.

We treat all allegations of bullying seriously, and firmly believe in prevention rather than cure. The school aims to reduce the threat of bullying through effective education and the clear guidance and training given to pupils and staff regarding definitions and intervention techniques. We work through our PSHE curriculum, our pastoral system and our praise and behaviour policies to ensure our pupils learn in an atmosphere of tolerance, care and respect.

We seek to teach and nurture personal integrity in all our pupils. We seek to teach a respect for people and for property and to encourage a courteous approach to others.

Definitions

Bullying includes:

- Behaviour by any pupil, which may be repeated over time and which intentionally hurts, threatens, frightens, humiliates or undermines another pupil or group.



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- It can take the form of physical assault, verbal abuse, emotional distress or Cyberbullying; such as the sending of hurtful e-mails or text messages and the use of social networking sites to victimise others – see the policy on Cyberbullying below.
- It may involve victimising and/or humiliating someone on account of their age, gender, race, religion, nationality or culture, sexual orientation, Special Educational Need or Disability (SEND) or it may be because a child is adopted or is a carer.
- In addition, the abuse of property, or the deliberate isolation or exclusion of an individual is bullying behaviour.
- Bullying almost always involves a difference in power between the bully (or bullies) and the person being bullied. This is particularly so when the behaviour is directed towards someone who is younger, weaker (mentally or physically) or socially less competent or confident.
- Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "banter". These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. It is worth acknowledging the distinction between behaviour which is bullying and a bully. Most pupils will accept that they have, at one stage or another, been involved in bullying behaviour; it is extremely rare for a pupil to self-identify as a bully. Nevertheless, a pupil who consistently engages in bullying behaviour and who does not respond appropriately to advice or sanctions would ultimately have to leave the School.
- Any incident where bullying is suspected (or if there is reasonable cause to suspect a pupil is suffering or likely to suffer significant harm), will be considered as a potential safeguarding concern (**further details can be found in the Child Protection and Safeguarding Policy and Procedures**). If there is a safeguarding concern, the matter will be reported to the Designated Safeguarding Lead (DSL) for Child Protection. The DSL in turn will liaise with the Deputy Head (Pastoral) to ensure that both victim and perpetrator are dealt with in line with the appropriate School policy. If there is a safeguarding issue, then the procedures in the Safeguarding policy will be followed.
- The School reserves the right to report certain incidents of bullying to Children's Social Services. Some bullying behaviour may fall within the definitions of the legal offences of harassment or threatening behaviour. The School also reserves the right to report certain incidents of bullying to the Police, particularly where an assault would seem to have been committed.

The Impact of Bullying

Bullying is a very destructive action within a school community.

As well as the risk of physical injury it can affect a pupil's social, mental and emotional health and it may potentially cause serious and lasting psychological damage to the victim throughout her life.

It is destructive of the lifestyle of the pupils who witness it and may become learned behaviour to which they become habituated.

It is counterproductive for the bully that his or her behaviour is not checked. In life after school, bullying behaviour remains undesirable and can be a criminal offence. It is destructive of relationships in the workplace or the home. Bullies need to appreciate that their actions are wrong and have serious consequences.



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Responsibilities

It is the responsibility of all members of our community to take action if they see, hear or suspect that bullying is taking place, or if they become aware that any member of the School community has been involved in bullying. This responsibility remains irrespective of whether it has occurred inside or outside of School. To remain silent is to condone the action of the bully; everyone has the right to live their life at school without being bullied.

Older pupils have a responsibility to keep an eye on isolated younger pupils, offer support to them and inform staff of their concern. Pupil Leaders and other Prefects, who work with younger pupils, are well placed to advise the teaching staff of the times and locations in school premises and grounds where bullying is likely to occur.

Estate staff and Administrative staff should also be observant of pupil behaviours that may suggest bullying and must report it to relevant teaching staff.

We encourage parents to work with the School in supporting their children in the decision to bring alleged incidents or allegations of bullying to the School's attention irrespective of whether those incidents have happened within the School grounds or not. So as not to jeopardise or influence any investigations undertaken by the School, parents are asked to refrain from engaging in conversation with other parents about such matters.

Should any pupil become aware that another is being bullied, there is a responsibility to seek advice and help. **Bullying does not go away if nothing is done about it.**

PSHE lessons and the School's assembly programme deal with the topic of bullying and its impact. Pupils are encouraged to discuss bullying and recognise its harmful effects as well as to consider strategies that might be employed to help develop resilience and to cope with difficult times. In addition, our pupils are taught to understand and appreciate the differences between people and the importance of avoiding prejudice-based language.

Through these mediums we strongly encourage any pupil who feels themselves to be a victim of bullying or at risk from it to seek advice and help.

The use of outside speakers is also helpful in promoting helpful and respectful behaviours. For example, we are aware that fallings out in friendship groups can lead to incidents of bullying and we have worked closely with Susie Bennett of Origin Wellbeing who has run group sessions on managing good friendships in and out of school.

Staff and pupils, particularly older ones, such as Prefects, have an important role in promoting good behaviour and combatting bullying by offering a good example and rewarding and celebrating success **(for more detail see Behaviour Policy)**

Staff training about issues concerning bullying is covered within regular Safeguarding Inset sessions for all staff. As part of their induction training programme, new staff are given guidance on the School's pastoral structure, behaviour management and anti-bullying policy.

A duty rota of staff ensures that there is good supervision of pupils during break and lunchtimes when pupils are gathered more informally and when incidents of bullying may be more likely. Staff are encouraged to be vigilant and to report any concerns.



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Support

School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and especially alert to where it may have a severe impact.

Staff should also be aware that some pupils are more likely to be the target of bullying because of the attitudes some young people may have towards those who are different from themselves eg. SEND pupils. These young people may also need greater support to deal with the impact of bullying. Children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

Staff should also be alert to pupils who may be at risk of racist or homophobic bullying.

Whilst all staff have a responsibility to respond to bullying in school, there are some particular people in school to whom pupils may turn for support and guidance on any issue about which they feel concern:

- Form Tutor/Class Teacher
- Staff mentor
- Pupil Leaders
- The Designated Safeguarding Leads – Mark Philips and Jane Langdon-Shreeve
- The Pastoral Coordinator (Seniors) – Sophie Mayell
- Parents, siblings and friends
- The School Counsellor

As previously stated, it is the responsibility of all members of the community to take action if they see bullying taking place. Bullying and unacceptable behaviour will not be tolerated and every individual has a responsibility to report any incident that gives them cause for concern. The School is committed to providing a nurturing, safe and happy environment where all pupils can flourish and as such reporting of incidents and where necessary, Whistleblowing is encouraged (**see Whistleblowing Policy**).

Bullying – What the Pupil Can Do

• Treat those around you with respect and consideration
• If you are bullied don't over react and don't let the bully see you are upset; but you must tell someone
• Tell anyone you can trust – a friend, an older pupil in the School, your parents, your Form Tutor or Class Teacher, or any member of Staff
• Trust the School to deal with the matter sympathetically once you have reported it. Never be afraid that something will happen to you if you seek help
• Never be embarrassed to tell someone if you are being "got at" in any way. It is not your fault. Always remember it is the bully who is inadequate and he or she needs help as much as you do
• Tell someone if you know of anyone who is being made miserable by bullying
• Remember that bullies continue if they get away with it. If you do nothing when you know about bullying you are condoning it and allowing it to carry on



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Responses to Bullying Incidents

A checklist for providing an immediate response to bullying as a more serious form of unacceptable behaviour is given in **Appendix 1**.

All members of staff are expected to be vigilant in ensuring that instances of bullying are dealt with as soon as they are witnessed or reported; this includes Cyberbullying and bullying outside School.

While there may be little or no physical bullying, staff should be aware that verbal intimidation, ostracism, sexist or racist behaviour is just as distressing for the victim. It is important to be aware of the sensitivities of particular groups and behaviour which could be construed as offensive to them should not be tolerated. Staff must not accept “banter” as an excuse for what may be bullying.

Unacceptable behaviour will be reported immediately to the Form Tutor or Class Teacher. Incidents must be recorded under the “Bullying” tag on CPOMS which will ensure that it is reported to the DSLs, Head of Seniors, Head of Juniors and the Pastoral Coordinator.

Where bullying is reported to a member of staff, the teacher should

- Find an appropriate place to listen to the child and take any allegations seriously
- Reassure the victim, who may feel that they are in some way to blame
- Avoid asking leading questions which might prejudice any later legal action that could become necessary
- While undertaking to deal with the matter discreetly, avoid giving any guarantee of confidentiality in case matters need to go further
- Make brief notes about what was said as soon as possible after the meeting
- Record relevant details on CPOMS

The Head of Seniors or Juniors, as appropriate, will decide who will take responsibility for continuing investigations of any reported incidents:

- Pupils are interviewed in order to ascertain what happened
- Written statements may be required from all parties involved, signed and dated
- The pupils involved (both bully and bullied) may be brought together with a member of staff present to try to talk it through, with the aim of apology and reconciliation, if this is appropriate

Clear guidelines for future behaviour are issued to both parties and a code of conduct agreed. Pupils should know that the situation will be monitored and know of consequences for the bully if bullying continues. The sanctions which might be applied are set out below and in the School's **Behaviour Policy**.

Parents of bully and bullied should be kept informed, where necessary, at appropriate times during an investigation

- Form Tutors / Class Teachers / Pastoral Coordinator to monitor the situation closely
- If no improvement is seen, then the Head of Seniors/Juniors may implement further sanctions or employ other strategies to resolve the situation.



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- A pupil who persistently makes life unhappy for others will be referred to the Headmaster and may face suspension from School or being asked to leave the School in extreme cases.

Sanctions and Support

The School recognises that support may be required for the perpetrator of bullying as well as for the victim of it. It also recognises that incidents of bullying are often complex, tangled and uncertain. The School endeavours to move slowly and sensitively through investigative processes before employing sanctions.

Sanctions applied and management approaches adopted will depend on the seriousness of an incident and will be more severe for repeated offences. The full range of sanctions that are available to the School may be used in dealing with pupils who have been involved in bullying.

Given that bullying can have a serious detrimental effect on the pupil being bullied and on the school community more widely, it should be recognised that a pupil may face exclusion for bullying and that this serious punishment can be applied even to a first occurrence and irrespective of the pupil's school record. Sometimes, in less serious cases, those involved in the bullying of others may be able to recover their position within the school community and the school will be supportive in that process.

As stated above, any incident where bullying is suspected (or if there is reasonable cause to suspect a pupil is suffering or likely to suffer significant harm), will be considered as a potential safeguarding concern (**see Child Protection and Safeguarding Policy and Procedures**). If there is a safeguarding concern, the matter will be reported to the Designated Safeguarding Lead (DSL) for Child Protection. The DSL in turn will liaise with relevant colleagues to ensure that both victim and perpetrator are dealt with in line with the appropriate School policy. If there is a safeguarding issue, then the procedures in the Safeguarding policy will be followed.

The School will offer and provide support to both the alleged perpetrator and alleged victim of the bullying. The School will ensure that adequate provision is made for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the pupil to have significantly greater difficulty in learning than the majority of those of the same age, then the School will consider whether the child will benefit from being assessed for SEN and receiving support commensurately.

All sanctions imposed should be proportional to the circumstances of the case and the pupil's age (**see Behaviour Policy**). In assessing the proportionate nature of the sanction, due regard should be made to the offence committed, the age and gender of the pupil, any religious requirements affecting the pupil or SEND concerns that they may have. Adjustments may be made where a pupil with a SEND is involved. Where the pupil's needs warrant it appropriate, the School's Head of Learning Support will be consulted to ensure the sanction is appropriate.

The relevant member of staff charged with investigating and resolving the bullying will (via telephone and/or e-mail communication) keep parents of those involved informed about bullying incidents and details of this communication will be recorded on CPOMS.

Records of all bullying incidents are recorded on CPOMS. These are reviewed on a half-termly basis by the DSL who will look for unresolved incidents or patterns of behaviour that may



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suggest the need for further work or training. Incidents of serious bullying, resulting in suspension or exclusion, will be reported by the Headmaster to the Governing Body.

At a more informal level, all incidents of bullying, or alleged bullying, are discussed and reviewed at the weekly pastoral meeting for Seniors on Tuesday morning and for Juniors on Monday afternoon.

Monitoring

In the case of a bullying incident it is imperative that the position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues, and with pupils in the Form/ year group so that they may be alert to the need to monitor certain pupils closely;
- on-going counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the School.

Policy on Cyber-Bullying

This policy should be read in conjunction with the School's Acceptable Use Policy for Pupils.

Definition: Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile devices or social networking sites on the Internet, deliberately to upset someone else. Examples of such behaviour include:

- (a) Setting up website pages and inviting others to post derogatory comments about a pupil;
- (b) Filming incidents and circulating the film clips via mobile phones or on line;
- (c) Sending insulting or vicious messages by text, messaging apps such as Snapchat and WhatsApp or e-mail, including the spreading of malicious rumours about another pupil(s);
- (d) Posting fake and obscene photographs of another pupil on social networking sites;
- (e) Hacking into social networking sites and removing and circulating material which may be embarrassing or personal;
- (f) Fraping: hijacking and changing the details on someone's Facebook page (or other social media site), when they leave it open and vulnerable, or setting up fake profile sites to impersonate and insult someone via social media sites such as Instagram, Twitter or Facebook.

The Impact of Cyberbullying

Cyberbullying is a particularly destructive aspect of bullying and is recognised as posing significant risk to the welfare of children. Current research into the extent of Cyberbullying indicates that it is a feature of many young people's lives. Cyberbullying can have a seriously detrimental impact on a victim for a number of reasons:

- (a) The sense of invasion of an individual's home and personal space.



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- (b) The anonymity, at least initially, of the bully.
- (c) The ability to broadcast upsetting messages and/or images rapidly to a potentially huge audience, and to continue to do so repeatedly over a long period of time.
- (d) The inclusion of other pupils in the network of circulation who might not normally participate in bullying activity. This can happen, for example, when a recipient of a phone message passes it on to others.

As with other forms of bullying, some Cyberbullying is clearly deliberate and aggressive. However, it is important to recognise that other incidents can be 'unintentional' and the result of a lack of thought and poor judgment by a pupil regarding the consequences of their actions. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding directly or to feel empathy

The School is committed to raising the awareness of all members of the School community, including the parental body, to the dangers associated with Cyberbullying and Sexting. Pupils, for example through the PSHE programme of study, the assembly programme and the KS3 Computing curriculum, are regularly reminded of the fact that such activity can have severe and distressing consequences and that any form of participation will not be tolerated. Parents are invited to attend sessions about the use of social media with outside speakers such as Susie Bennett from Origin Wellbeing.

The School has a duty to safeguard the welfare of the young people entrusted to its care (**see Child Protection and Safeguarding Policy and Procedures**)

- In line with the Education Act 2011, the School reserves the right to monitor their use of the Internet and to examine mobile devices where there is reason to suspect abuse.
- Pupils will be held responsible for all material that they place on a website and for material that is placed on a website of which they are the account holder.
- Whilst we would expect parents to play the main role in dealing with any out of School incidents, misconduct of this type outside the School remains subject to School discipline if the welfare of other pupils or the culture and reputation of the School are placed at risk.
- Sanctions may include, for example, confiscation of mobile phones, Smartwatches and restrictions on the use of the Internet.

Pupils can keep safe online and help to prevent cyberbullying by:

- Using the Internet and other aspects of ICT in responsible ways and for educational purposes (**see Acceptable Use Policy for Pupils**).
- Keeping their log-in details and passwords confidential and regularly changing their password. Always choose hard to guess passwords with symbols or numbers, which makes it harder for others to hack into their account.
- Not hacking into, or attempting to hack into, other pupils' sites or areas of the web that are normally closed to them.
- Remembering that anything they place on technology can be made public within seconds. They have very little control over this. Nothing is guaranteed to stay private.



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Whatever they send to others can travel worldwide and could stay online forever. University admissions officers and future employers may be able to view messages, films and photos posted years before.

- Being careful what they say online or in text messages. It is easy to upset someone by not reading carefully what you have written before pressing the SEND key. Being careful what images they send.
- If a pupil receives a nasty or rude message about someone, or a photo of them, they should not forward it to anyone. Doing this means they will be taking part in the bullying and could even be breaking the law.
- Only giving their mobile number or personal website address to loyal friends whom they trust completely. Pupils should remember that some people change friends often, especially in the early teenage years.
- Choosing the highest security settings on internet sites; not relying on default settings.
- Using websites and services that allow users to block someone who is behaving badly or bullying, and using the blocking facility. Using websites and services that allow users to report someone who is bullying.
- If a pupil sees Cyberbullying taking place they should support the victim and report the bully. Bullies get away with bad behaviour if no one tells.

If a pupil is the victim of Cyberbullying, he or she should:

- Inform their Form Tutor or Class Teacher about this as soon as possible
- Preserve evidence, e.g. texts, messages, e-mails or images, rather than delete them. Evidence will be needed by School, internet service providers and mobile phone companies. If the Cyberbullying breaks the law, the evidence may be needed by the police for an investigation.
- Not reply to bullying messages or retaliate by sending unpleasant messages back.
- Use the blocking and reporting facilities of the website.
- If necessary, change their contact details such as their instant messaging identity or mobile number.
- Note that internet service providers will remove text or photos only if they break the law or the company's own terms and conditions.

Where Cyberbullying is reported to a member of staff, the teacher should follow the procedure for dealing with bullying incidents as set previously in this policy

The invasiveness of Cyberbullying and the size of the audience can be important factors when considering the School's response to such activity. The very nature of cyberbullying can also yield a clear trail of evidence that other forms of bullying do not. In addition to text messages or e-mails

that may be retained by the victim, mobile phone companies, internet service providers and social network sites can also provide supporting material and evidence.

Sanctions:

The School regards incidents of Cyberbullying as it does bullying in any other form and this policy will be applied in the same way. The full range of sanctions that are available to the school may be used in dealing with pupils who have been involved in Cyberbullying.



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In conjunction with disciplinary sanctions, there are a range of other strategies that can be used to combat Cyberbullying. These include:

- Engaging with parents promptly when issues of Cyberbullying come to light;
- Development of roles that pupils can play, such as Pupil Leaders and Digital Leaders;
- School Counsellor;
- Restorative justice approaches which hold pupils to account for their behaviour and engage with them to agree actions to be taken to repair the harm caused.
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The DfE has published the advice note '*Advice for Parents and Carers on Cyberbullying*' (November 2014).

This can be found at:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The following organisations also provide information and advice on cyberbullying:

Childnet International – www.childnet.com

Digizen – www.digizen.org

Think U Know - www.thinkuknow.co.uk

Compiled by : Head of Seniors	Date: December 2018
Approved by : Headmaster	Next Revision Date: December 2019



APPENDIX 1

CHECKLIST - IMMEDIATE RESPONSES TO BULLYING

If you come across bullying what can you do?

First steps: DO

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Take the incident or report seriously
- Reassure the victim(s); don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim's point of view
- Apply sanctions if necessary, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power
- Explain clearly the punishment and why it is being given

Involving others: DO

- Inform the Form Tutor/Class Teacher, the Pastoral Coordinator or a member of SLT
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant (e.g. unsupervised toilets)
- Inform both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone. The Form Tutor may choose to do this

Final steps: DO

- Make sure the incident doesn't live on through reminders from you
- Try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor

If you have to deal with bullying, what should you avoid? DON'T

- be over-protective and refuse to allow the victim to help him/herself
- assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully
- try to hide the incident from the parents of the victim or of the bully
- call in the parents without having a constructive plan to offer either side