

Anti-Bullying Policy

This policy covers the Peterborough School age-range from EYFS to the Sixth Form.

The Peterborough School takes all allegations of bullying extremely seriously. Bullying is unacceptable in all its forms at The Peterborough School. Every pupil has the right to be free from bullying and to enjoy a happy social life at School. Pupils have a responsibility to ensure that their behaviour is never bullying, and to stand up against bullying if it is seen or heard. The School recognises that the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties.

The School provides staff with training on a regular basis, such as on INSET days, to raise awareness of this policy, so that the aims and legal obligations articulated below are understood, and that procedures and systems are easy to follow. Whenever necessary the School will invest in training so that staff understand the needs of our pupils, including those with protected characteristics or special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Aims

At The Peterborough School we aim to:

- prevent and tackle bullying
- provide a safe, disciplined environment where pupils are able to learn and fulfil their potential
- keep children safe in accordance with the Children Acts 1989 and 2004, the SEN and Disability Act 2001, the government paper *Every Child Matters* 2003, the Equality Act 2010, the DfE advice *Preventing and Tackling Bullying* July 2017, The Prevent Duty June 2015 and *Keeping Children Safe in Education* September 2019
- provide an atmosphere where bullying is regarded as being unacceptable
- encourage good behaviour at all times
- provide an atmosphere which celebrates success, builds positive self-image among pupils and commends positive behaviour and respect
- provide minimal opportunity for bullying
- provide a swift and unambiguous response to incidents of bullying
- provide a structured PSHEE programme aiming to develop personal and social skills, an awareness of the differences between people, the importance of avoiding prejudice-based language and dealing specifically with the issue of bullying and anti-bullying
- raise issues related to bullying in assemblies on a regular basis
- promote methods of teaching that do not intimidate pupils
- promote positive staff role models in terms of social communication and respect for others
- provide the opportunity for one-to-one contact with personal tutors for every pupil on a regular basis
- give reassurance that all pupils with some responsibility for younger pupils are sensitively prepared for this role and receive regular support
- train and support pupils, parents, teaching and non-teaching staff and governors on how to resolve and prevent problems; identify, react to and deal with instances of bullying or possible bullying; and to understand the needs of all pupils, including those with special educational needs or disabilities and lesbian, gay, bisexual and transgender (LGBT) pupils. Anti-bullying is addressed in whole-school INSET sessions and as part of The Peterborough School's induction programme

- provide appropriate and robust internet security, filtering and education in the use of ICT.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of image and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

It is also true that staff may (unwittingly) be bullies.

It is also true that staff may be subject to bullying from pupils, parents and colleagues; and staff are responsible for bringing this to the attention of their line manager. Equally it is true that staff may be subject to bullying from other staff and this is covered in the School's Whistleblowing Policy and Staff Grievance Procedure.

The following are the main types of bullying if intentional and repeated over time:

PHYSICAL: any physical action which causes pain or discomfort to another such as hitting or kicking, or -any act that invades personal space.

VERBAL: Any words, verbal or written, which cause distress to another; such as name calling or teasing. This includes behaviour on-line and on social media.

EMOTIONAL: Any behaviour which causes emotional hurt to another, such as deliberately unfriendly, derogatory or intimidatory behaviour. Examples of this might include criticism of another's abilities, appearance, or personality. Other examples might include exclusion from friendship groups, or the spreading of rumour; this might include behaviour on-line and on social media.

ONLINE: Any behaviour that may be classified as bullying via electronic means (text, e-mail, social networking sites – see Anti-Online Bullying Policy).

Prevention of Bullying

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Pupils are encouraged to understand the value of a happy, caring School community through PSHEE, assemblies, Chapel Services and routine form time.

Although isolated incidents of poor or inappropriate behaviour can have serious consequences, they are not automatically incidents of bullying. Poor and inappropriate behaviour will always be dealt with according to the School's behaviour policy. Pupils are encouraged to behave in a way that does not cause others to be unpleasant to each other. Pupils who are courteous and cheerful with others can expect to be treated in the same way themselves.

Anti-bullying Procedures, Investigation and Sanctions

The Peterborough School is committed to working with all pupils, parents, teaching and non-teaching staff and governors to prevent bullying where possible, and to ensure that when incidents do occur, they are dealt with sensitively and in a timely manner. There are a number of ways in which pupils are supported.

Incidents of bullying should be reported immediately to a member of staff. This might be any member of the teaching staff but might specifically be the appropriate Form Tutor or Head of Section. Beyond this the Senior Teacher in the Preparatory School, Head of the Preparatory School, the Head of Pastoral Care or the Deputy Headmaster are all able to deal with incidents of potential bullying. In the event of any difficulty in locating staff, one of the two Nurses is available in their Office between 8.00 and 5.00 every day and can always help. Similarly, the main School office is staffed continuously during the school day.

Concerns might also be raised with Form Prefects, or with the Senior Prefects. All Sixth Form pupils have a responsibility to look after younger pupils. The Senior Prefects keep a discreet but watchful eye on all pupils and report directly to the Deputy Headmaster if they have concerns about relationships. They form a valued bridge between the pupils and the staff.

Pupils' concerns will always be taken seriously and those accused of bullying will always be spoken to by a member of staff. Pupils will also be given advice on how to try and prevent the bullying from happening in future. Pupils should not be afraid that bullying will get worse after a complaint of bullying.

Parents may play a role in reporting incidents that may constitute bullying, whether they are reporting a concern about their own children or about something that they have seen or heard in or out of School. Incidents should be reported to School in an appropriate manner, which would include contacting the form tutor or Head of Key Stage, or failing that simply registering their concern with the School Office who will be able to direct the concern accordingly.

Action against Bullying

- If an allegation of bullying is made, then the member of staff receiving the allegation should establish the level of anxiety. If the level of anxiety is low, then staff should seek to restore cordiality verbally with the complainant and the accused. It is advantageous to bring the students together at this point. If an allegation is made by a parent, then the member of staff will make it clear that the best way for the matter to be resolved would be for staff to speak with the pupil in question.
- If the level of anxiety is significant, a written statement may be taken from the student (signed and dated) by the member of staff fielding the allegation. If suspicions are raised by staff or parents, this should also be recorded in writing.
- The allegations and evidence should then pass to the relevant pastoral leader such as the Head of Key Stage or Senior Teacher in the Preparatory School.

- The Head of Key Stage or Senior Teacher in the Preparatory School will investigate the matter. This investigation will include witness statements, and the questioning of the alleged person responsible.
- The Head of Key Stage or Senior Teacher in the Preparatory School may seek the advice and support of the Head of Pastoral Care in the senior school and the Head of the Preparatory School in the Prep School during the investigation, and will certainly refer to the Head of Pastoral Care or the Head of the Preparatory School as appropriate in the case of bullying being proven.
- In most cases, the Head of Key Stage and the Head of Pastoral Care/Senior Teacher in the Preparatory School will agree the appropriate course of action.
- In the Senior School the Head of Pastoral Care will determine appropriate sanctions for the person responsible in line with the Behaviour Policy and after consultation with The Deputy Headmaster. In the Preparatory School the Senior Teacher will determine appropriate sanctions for the person responsible in line with the Behaviour Policy and after consultation with the Head of the Preparatory School.
- The School is generally unable to deal with online misconduct that takes place out of School. However, if such behaviour adversely affects the learning or welfare of students in School, then appropriate action will be taken

- Should the bullying be of a very serious nature, or should the bullying continue, despite the measures described above, the bully, or bullies, can expect severe penalties. Parents will be invited into School and temporary, or permanent, exclusion may follow.

Recording Potential Bullying Incidents

- The School's Record of Potential Bullying Form is used to record potential bullying and/or cyber-bullying, and any follow-up action. This is forwarded to the Deputy Headmaster.
- The Deputy Headmaster maintains centrally a log of all reported and potential bullying incidents in order to evaluate the effectiveness of the response adopted or to enable patterns to be identified. This log records whether protected characteristics are involved in the allegation of bullying. The entry of an issue onto the bullying log automatically triggers a review of the matter shortly afterwards to ascertain whether interventions have been effective.
- In accordance with Keeping Children Safe in Education September 2019, any bullying incident will be treated as a potential child protection concern, and may be reported to external agencies such as police and social care, when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.
- All staff receive a new copy of the Anti-bullying policy after a significant update, and at least once a year as part of the annual staff handbook update.

The number for Child Line is: 0800 1111

Review

This policy must be reviewed annually.

Most recent review date: 11/11/19
 Next review date: 01/06/20
 Reviewed by: Deputy Headmaster

Anti-Cyberbullying Policy

Aims

At The Peterborough School we aim to:

- prevent and tackle bullying
- provide a safe, disciplined environment where pupils are able to learn and fulfil their potential
- Safeguard and promote the welfare of all pupils in the real and virtual world
- Educate pupils, parents, teaching and non-teaching staff and governors to understand what cyberbullying is and its possible consequences
- Prevent as far as possible incidents of cyberbullying in School or within the School community
- Deal effectively with cases of cyberbullying

This policy has regard to the following DFE documents

- Cyberbullying : Advice for headteachers and school staff (2014)
- *Safe to Learn: Embedding anti-bullying work in schools and KCSIE* (September 2019)
- *Preventing and tackling Bullying: Advice for headteachers, staff and governing bodies* (July 2017)
- *Teaching online safety in school* (DfE, June 2019)

It should be read in conjunction with the Anti-Bullying, Safeguarding and Pupil Behaviour policies. All pupils and staff are also required to acknowledge and accept the School's ICT Acceptable Use Policy.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward content at a click.

Cyber bullying involves the use of information and communication technologies, to support deliberate and hostile behaviour by an individual or group that is intended to harm others. Cyber bullying can follow children and young people into their life outside School. Cyber bullies can communicate their messages to a wide audience with remarkable speed.

It is crucial that children and young people use technology safely and positively, and that they are aware of the consequences of misuse. Staff, parents and pupils should be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears. The ICT Acceptable Use Policy and Mobile Device Policy assists this.

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies seven categories of cyber bullying:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort. This can be done using a variety of social media apps.
- **Picture/video-clip bullying via mobile device cameras** makes the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the

perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses in a web-based 'chat room'.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites.

Because of the anonymity that technologies offer, anyone with a mobile device or Internet connection can be a target for cyberbullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Most cyberbullying is done by students in the same class or year group. Although it leaves no visible scars, cyber bullying of all types can be extremely destructive.

Cyberbullying is not tolerated at The Peterborough School and we have in place strategies to try to avoid it and to deal with it.

- Teachers are trained in the dangers of cyber bullying and measures to take to avoid it in School.
- The curriculum teaches pupils about the risks of new communications technologies.
- Clear policies are in place regarding the use of mobile devices.
- Internet blocking technologies are continually updated and harmful sites are blocked.
- We work with pupils and parents to make sure that communication technologies are used safely. Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside School.

Action against Cyberbullying

- If an allegation of cyberbullying is made by a pupil or a parent, then the member of staff receiving the allegation should establish the level of anxiety. If the level of anxiety is low, it might be advantageous to bring the students together at this point. If an allegation is made by a parent, then the member of staff should make it clear that the best way for the matter to be resolved would be for staff to speak with the pupil in question.
- If the level of anxiety is significant, a written statement may be taken from the student (signed and dated) by the member of staff fielding the allegation. Suspicions raised by staff or parents should also be recorded in writing.
- The allegations and evidence should then pass to the relevant pastoral leader such as the Head of Key Stage in the Senior School and Form Tutor in the Preparatory School.
- The Head of Key Stage/Form Tutor will investigate the matter. This investigation will include witness statements, and the questioning of the alleged person responsible.
- The Head of Key Stage/Form Tutor may seek the advice and support of the Head of Pastoral Care in the senior school and the Senior Teacher in the Preparatory School during the investigation, and will certainly refer to the Head of Pastoral Care or the Senior Teacher in the Preparatory School as appropriate in the case of potential bullying.

- In most cases, the Head of Key Stage/Form Tutor and the Head of Pastoral Care/Senior Teacher in the Preparatory School will agree the appropriate course of action and will record the incident on PASS in the same way as any other potential bullying issue.
- In the Senior School the Head of Pastoral Care will determine appropriate sanctions for the person responsible in line with the Behaviour Policy and after consultation with The Deputy Headmaster. In the Preparatory School the Senior Teacher will determine appropriate sanctions for the person responsible in line with the Behaviour Policy and after consultation with the Head of the Preparatory School.
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