



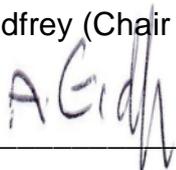
Anti Bullying and Cyber Bullying Policy

Policy Version Control

Version history see Annex A errata for details

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1	G Mellefont	01.02 2017	February 2018

Approval: A Godfrey (Chair of Board)

 (signed) **Date authorised:** 16.02.2017

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Contents

Introduction

Rationale

Principles

Aims

Definition

Cyber Bullying

How we will deal with incidents of bullying

How we will recognise incidents of bullying

Appendix One Parental Involvement

Appendix Two Staff Guidance

Appendix Three Advice for Students

Introduction

'Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community'. DfES, 2007

The Governors and Head Teacher of the North View Academy are committed to safeguarding the welfare of students and vulnerable adults. Policies and practices will be robust and contain the necessary measures to enable all staff to fulfil their roles and responsibilities with full regard to this commitment. The school has a designated Anti-Bullying Coordinator (A Hall) All staff have been involved in the development and review of the policy.

The policies and procedures contained in this document apply to everyone who is in contact with students who come to North View Academy. We each have a role to play in ensuring that the students in our care feel safe. We all share the responsibility to protect our students and that includes taking the right steps to ensure that their safety is maintained. It is our statutory obligation to follow procedures and these procedures are set down in this document.

(Please also refer to the Peer on Peer Abuse guidance 2017 and the whole school Child Protection Policy 2017).

Rationale

In the context of our school ethos and the Every Child Matters Agenda, the Academy is committed to the protection, support and care of all members of the school community. We believe that the emotional, physical and mental welfare of the student is paramount.

In so doing, we wish to create an atmosphere where students and staff feel safe and secure and where they can enjoy positive and open relationships with each other. Students must also be able to interact with staff and with fellow students without prejudice.

Principles

As a learning community we must ensure that our policies and practices minimise bullying and always help and support every member of the community. Students in our care should be able to engage in their learning and development in accordance with their own ability and potential. Equally, members of staff should be able to fulfil their professional duties without impediment. Therefore, our policy on anti-bullying and the procedures which are in place are intended to reflect those beliefs.

We are committed to sustaining a culture in which those barriers to teaching and learning that are a consequence of bullying are removed. In line with our school behaviour policy we have a zero tolerance of Bullying in all of its forms.

In carrying out our responsibilities, all staff will seek opportunities to emphasise the message of this policy and put it into practice. Those with responsibility for team meetings, subject lessons and activities will ensure that the school's anti-bullying values are highlighted and practised.

Aims

To ensure that: Governors, all staff, students and parents/carers should have an understanding of what bullying is.

Governors, all staff, students and parents/carers should know what the school policy is on bullying and follow it when bullying is reported.

All students and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported.

We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year
- School assemblies and pupil/parent surveys.
- Poster campaigns and student displays.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.
- Measures are put in place which prevent or address incidents of bullying. These are:
 - To establish and maintain a culture of zero-tolerance re: bullying (promoted by visual displays, annual Anti-bullying week and PHSE lessons)
 - Named Anti Bullying leads.
 - To provide mechanisms for students and/or staff to report incidents of bullying
 - To use our annual school survey and school systems to monitor incidents of bullying and evaluate impact of the measures in place
 - To consider peer mentoring where suitable

Definition

It is important to understand what constitutes bullying as opposed to being rude or mean. **Rude - Inadvertently saying or doing something that hurts someone else.**

Incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

Mean - Purposefully saying or doing something to hurt someone once (or maybe twice).

The main distinction between “rude” and “mean” behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. It is impulsive cruelty that is often regretted very quickly. Very often, mean behavior in children is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down.

Bullying - Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behavior. Children who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse — even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying can be:

- Emotional. Being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures, damaging property, theft).
- Physical. Pushing, kicking, hitting, punching or any use of violence.
- Racist. Racial taunts, graffiti, gestures.
- Sexual. Unwanted physical contact or sexually abusive comments.
- Homophobic. Because of, or focussing on the issue of sexuality.
- Verbal. Name-calling, sarcasm, spreading rumours, teasing.
- Cyber. All areas of internet, such as email, social network sites such as Facebook, internet, chat room misuse.
- Mobile threats by text messaging & calls.
- Misuse of associated technology, i.e. camera & video facilities.
- Social/familial. Because of socio-economic background.
- Educational. Because of educational ability

Bullying is damaging for both victim and perpetrators and is usually linked with secrecy and threat. It can lead to feelings of fear, misery, isolation, loneliness, powerlessness and hopelessness, as well as physical signs in the victim and a sense of power and control in the perpetrator. Therefore, bullying will not be tolerated in the Link School and will be taken

This academy believes that all people in our community have the right to teach and learn in a supportive, caring and safe environment without fear of being bullied. We believe that every individual in school has a duty to report an incident of bullying whether it happens to themselves or to another person.

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common.

Text messages —that are threatening or cause discomfort - also included here is "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)
Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.

Sexting – when someone shares sexual images or sexually explicit messages.

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child.

Mobile phone calls — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.

Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name.

Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based Chatroom.

Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online using Facebook Messenger or Yahoo Chat – although there are others.

Bullying via websites — use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as Bebo (which works by signing on in one's school, therefore making it easy to find a victim) and Myspace – although there are others.

At North View Academy, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS - Parents Over Shoulder, TUL – Tell You Later) make it difficult for adults to recognise potential threats.

At North View Academy, pupils are taught how to:

Understand how to use these technologies safely and know about the risks and consequences of misusing them.

Know what to do if they or someone they know are being cyber bullied.

Report any problems with cyber bullying. If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it.

North View Academy has:

- An Acceptable Use Policy (AUP) that includes clear statements about e- communications
- Information for parent on: E-communication standards and practices in schools, what to do if problems arise, what's being taught in the curriculum.
- Support for parents and pupils if cyber bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence

A dedicated area on the academy website for E-Safety

For pupils:

If you're being bullied by phone or the Internet

Remember, bullying is never your fault. It can be stopped and it can usually be traced.

Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.

Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

Don't give out your personal details online - if you're in a Chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.

Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.

If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

There's plenty of online advice on how to react to cyber bullying. For example, www.kidscape.org has some useful tips:

Text/video messaging

You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number.

Ask your mobile service provider for help.

If the bullying persists, you can change your phone number. Ask your mobile service provider.

Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

Phone calls

If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off.

Once they realise they can't get you rattled, callers usually get bored and stop bothering you.

Always tell someone else: a teacher, youth worker, parent, or carer. Get them to support you and monitor what's going on.

Don't give out personal details such as your phone number to just anyone. And never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not. You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering it.

And don't leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again. Almost all calls nowadays can be traced. If the problem continues, think about changing your phone number. If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

Emails

Never reply to unpleasant or unwanted emails ('flames') — the sender wants a response, so don't give them that satisfaction.

Keep the emails as evidence and tell an adult about them.

Ask an adult to contact the sender's Internet Service Provider (ISP) by writing abuse@ and then the host, e.g. abuse@hotmail.com

Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

Web bullying

If the bullying is on a website (e.g. Bebo, facebook, Twitter) tell a teacher or parent, just as you would if the bullying were face-to-face – even if you don't actually know the bully's identity.

Serious bullying should be reported to the police - for example threats of a physical or sexual nature. Your parent or teacher will help you do this.

Chat rooms and instant messaging

Never give out your name, address, phone number, school name or password online.

It's a good idea to use a nickname. Don't give out photos of yourself. Don't accept emails or open files from people you don't know.

Remember it might not just be people your own age in a chat room. Stick to public areas in chat rooms and get out if you feel uncomfortable.

Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room. Think carefully about what you write; don't leave yourself open to bullying. Don't ever give out passwords to your mobile or email account.

Three steps to stay out of harm's way

Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.

If someone insults you online or by phone, stay calm – and ignore them.

'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

The law is on your side

The Protection from Harassment Act, the Malicious Communications Act 1988

Section 43 of the Telecommunications Act may be used to combat Cyber Bullying. People may be fined or sent to prison for up to six months.

How we will deal with incidents of bullying

Stage 1: Information

Learners, parents, member of staff or other stakeholders may report an issue. Where necessary the member of staff involved should also complete the relevant paperwork. All completed forms go to either the Lead Behaviour Professional or designated person.

Stage 2: Investigation and Action

All pupils involved should be interviewed by an appropriate member of staff. If appropriate parents/carers may be contacted and information shared. Mediation process to resolve the issue(s) if required and beneficial to all parties concerned. The incident will be logged in the school Bullying Incident Record.

Stage 3: Enhanced response

If the issue continues parents/carers of all parties could be invited in for a meeting with relevant member of staff e.g. Headteacher, Senior Leader, Lead Behaviour Officer. The school decides upon the next course of action e.g. Positive re-engagement plan, moving group, twilights etc.

Stage 4: Escalated response

Fixed term exclusion.
Outside agency involvement e.g. Police, Washington Mind etc.
Alternative timetable/placement.

How we will recognise incidents of bullying

Signs and Symptoms.

A student may indicate by signs or behaviour that he or she is being bullied. Adults, at home and in school, should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- does not want to go to school on the bus
- begs to be driven to school
- changes his usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering or self-harming
- attempts or threatens suicide or runs away
- cries himself to sleep at night or has nightmares
- feels ill in the morning
- underperforms in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- is bullying other students or siblings
- stops eating
- is frightened to say what is wrong with him
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous/jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Help Organisations: KIDSCAPE: 0207 730 3300 www.kidscape.org.uk, Bullying UK: 0808 800 2222 www.bullying.co.uk, NSPCC: 0808 800 5000 www.nspcc.org.uk, Youth Access Sunderland: 0191 567 0410, CEOP UThinkUKnow: www.uthinkuknow.co.uk

APPENDIX ONE

Parental Involvement

When necessary the parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained

Parents will be informed regularly through newsletters about the anti-bullying policy in the school. As a school we regularly review the policy to ensure we are in a position to strengthen our approach to this issue. This policy is seen as an integral part of our Behaviour and Discipline Policy.

Advice for Parents:

The most important thing a parent can do to help a child who is being bullied is to provide love and reassurance and to support them in their quest to solve the problem. A report of bullying by a child should always be taken seriously. Parents can take comfort that the link school are committed to tackling bullying in all its guises. Therefore, parents are invited to contact the school should they become aware that their child is being bullied. The school welcomes ideas and encourages that you contact the Anti-Bullying Coordinator.

APPENDIX TWO

DEALING WITH INCIDENTS OF BULLYING

Staff Guidelines

IT IS THE INDIVIDUAL RESPONSIBILITY OF ALL ADULTS, TEACHING AND NONTEACHING STAFF To challenge anything you see or hear during lessons and around school e.g. racist remarks, jeering, swearing at, laughing at, name calling, isolating, physical violence etc. Address any issues as they occur in lessons – if possible, sensitively, with the whole class; if not, then at least with the people involved. Encourage pupils not to tolerate things done to them and to speak out.

If a pupil makes a complaint, listen and take it seriously – your attitude will say so much about the support the pupil may expect. Use your own judgement as to whether to investigate thoroughly or just to accept the distress of the 'victim' as being the important factor.

Record all incidents or complaints on CPOMS. Contact the Lead Behaviour Officer or a member of the Anti-Bullying Team at Sunderland Local Authority

Decide what is appropriate to do, using your own judgement as to whether to deal with the incident yourself or to seek further support from either of the above.

If there is more than one incident involving the same people contact the Anti-bullying Coordinator who should inform parents of both or all involved and suggest strategies to prevent further incidents.

APPENDIX THREE

Advice for students

If you are being bullied, it is important that you talk to an adult who is in a position to help you.

There can be a reluctance to report bullying because of a fear of being labelled a 'grass' and going against an unwritten code of student behaviour. This concern is understandable but must not prevent you from reporting bullying behaviour. The vast majority of students dislike bullying and would support your attempts to stop it.

Some students may not want to report bullying because they feel it might only make matters worse. Again, this fear is understandable, but staff are trained in ways to help victims of bullying in a manner that protects the victim.

It can take courage to challenge the bully, to expose them for who they are and to play a part in improving our school by ridding it of bullying behaviour. The Link school encourages its students to stand up to bullies – do not tolerate bullying as a victim or as a bystander.

Everyone at The Link School should be committed to making the School a safe and happy community.

AND REMEMBER;

Before you post to social media

THINK is it;

True

Helpful

Inspiring

Necessary

Kind

If it is not DELETE IT!!

Name of school			
Date of incident reported		Time of incident	
Target(s)		Perpetrator(s)	
Number of males		Number of males	
Number of females		Number of females	
Year group(s)/staff/other		Year group(s)/staff/other	
Ethnic group(s) of target(s) – please tick, or if more than one put the number		Ethnic group(s) of perpetrator(s)– please tick, or if more than one put the number	
White British		White British	
White Irish		White Irish	
Any other White		Any other White	
Indian		Indian	
Pakistani		Pakistani	
Bangladeshi		Bangladeshi	
Any other Asian		Any other Asian	
Black Caribbean		Black Caribbean	
Black African		Black African	
Any other Black		Any other Black	
White and Asian		White and Asian	
White and Black Caribbean		White and Black Caribbean	
White and Black African		White and Black African	
Any other mixed		Any other mixed	
Chinese		Chinese	
Traveller		Traveller	
Any other ethnic group		Any other ethnic group	
Please indicate if the victim(s) is/are declared as refugee/asylum seeker(s)		Please indicate if the perpetrator(s) is/are declared as refugee/asylum seeker(s)	
Place incident occurred			
Classroom		Corridor	
Playground		Outside school	
Dining Room		Cyber incident	
Seriousness of racist incident			
1	No offence was intended or taken		
2	Hurt or distress was caused, but the offending behaviour is unlikely to be repeated		
3	Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable		
4	Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated		
Brief description of incident			
Action(s) taken – tick more than one box if appropriate			
Oral reprimand		Internal report	
Formal apology		Police involvement	
Removal of graffiti		Exclusion from activities	
Detention		Fixed term exclusion	
Involvement of parents/carers		Permanent exclusion	
Other – please specify			
Racist incident reported by – please tick			
Staff		Please e-mail this form to within 5 working days of the incident occurring.	
Pupil			
Other – please specify			

Annex A

Version No.	Change History	Guidance reference (if any)	Date
1	Created		01.02.2017