Anti-Bullying Policy

Introduction

Emanuel School takes bullying very seriously as it can have a long-term serious impact on the victim physically, emotionally and psychologically. All members of the school community, pupils and staff, should be free from the fear of bullying.

Everyone can and should speak out to report any concerns about bullying in the knowledge that they will be listened to and that the matter will be promptly investigated. Parents, pupils and staff should refer to the guidelines within this policy for information.

Pupils, staff and parents have a part to play in the prevention of bullying and online bullying, including when they find themselves as bystanders. Through school assemblies and life education lessons pupils learn tolerance and respect and the part they can play in preventing bullying. They learn how to deal with a bullying incident if it does arise and how to respond when they find themselves a bystander, as bystanders have the power to play a key role in preventing or stopping bullying.

The school works in partnership with parents to promote positive behaviour and encourages parents to inform the school of any concerns. Parents have confidence that the school will take complaints of bullying seriously and resolve issues in such a way that protects the child.

Bullying is behaviour that the school finds entirely unacceptable. It is important that all pupils at Emanuel are able to come to school happily and confidently so that they can achieve success in all areas of school life, without feeling intimidated in any way by the actions of others.

Bullying can also take place outside school – for example using mobile, internet and wireless technologies or elsewhere off the premises.

A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a pupil is suffering or is likely to suffer significant harm.

It is where children can abuse children, where one young person causes harm to another and is most likely to include, but may not be limited to, bullying (including cyber-bullying), gender-based violence/sexual assaults and sexting. Very often there is a difference in power, for example in age, size, ability or development, between the young people concerned.

Assault, theft, hate crime, sexual harassment, sexual violence, discrimination and victimisation as well as repeated harassment or intimidation, anything where bullying has criminal intent, may trigger a threshold referral. Records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. Through regular safeguarding training, staff are made aware of the threshold for reporting any instances of bullying to external agencies.

Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour, for example under the Protection from Harassment Act (1997), the Malicious Communications Act (1988), the Communications Act (2003) and the Public Order Act (1986). Under the Malicious Communications Act (1988), it is an offence to send someone an electronic communication with the intent to cause distress or anxiety or to send electronic communications which are indecent or grossly offensive, a threat or information which is known to be false.

Upskirting is a specific criminal offence in England and Wales. Anyone, and any gender, can be a victim and this behaviour is completely unacceptable. Where committed for sexual gratification, upskirting can result in the most serious offenders being placed on the sex offenders register. Sexual offences are captured under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault

Where a pupil has experienced sexual harassment or abuse at school, or an adult needs support or advice, the NSPCC helpline 'Report Abuse in Education' is available: 0800 136 663 or help@nspcc.org.uk.

If staff feel an offence has been committed, the police or social care services will be informed.

Emanuel School's aims are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.

- To react to bullying incidents in a reasonable, proportionate and consistent way.

- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.

- To apply disciplinary sanctions to the pupil causing the bullying, ensuring that they learn from the experience and are also supported.

- To make the perpetrator understand the consequences of their act and where appropriate, be involved in the solution, for instance following the process of restorative justice.

The school can deal only with incidents of bullying it knows about. Emanuel is a 'telling' school - in other words, pupils are urged to confide their worries and concerns to a friend, an adult, a teacher or a parent so that appropriate measures can be taken to stop bullying. Pupils can report any concerns using the button on Firefly. Concerns can be made anonymously and will be reviewed by the deputy head: pastoral and the relevant head of section.   Staff should, however, be particularly alert to children who may be vulnerable and at risk from bullying and recognise changes in behaviour. Vulnerable pupils may include SEN pupils or pupils with protected characteristics.

If parents have concerns they should contact their child's form tutor or head of year, or use the pastoral concerns button on Firefly.

The school policy follows DfE guidance on the prevention of bullying contained in Preventing and Tackling Bullying (2017), Cyberbullying: Advice for headteachers and staff (2014) and The Independent School Standards Regulations (2014). It should also be read in conjunction with Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), The Equality Act (2010), and Sexual Violence and Sexual Harassment in Schools and Colleges (2021).

The school raises awareness of this policy with staff through training including ensuring that staff

- understand the principles of the policy including reporting and recording procedures

- are aware of their legal responsibilities

- take action to resolve and prevent problems, including online bullying

- are aware of the sources of support that are available, to ensure understanding of the needs of pupils with protected characteristics and to support pupils with protected characteristics.

Additionally, at Emanuel, there are clear expectations and policies in place regarding the use of technology in school. All communications made via the school's computers are monitored.

What is bullying?

Bullying is when others make a pupil feel threatened, unsafe, unhappy or when someone deliberately goes out of their way to threaten, frighten, abuse or hurt someone else. Taunting, name calling as well as damaging a person's property, clothing or school work are all forms of bullying, as is ganging up on someone or isolating them.

- It is deliberately hurtful behaviour, a misuse of power.

- It is often repeated over a period of time, so that it not only causes distress at the time, but the threat of future attacks also causes distress.

- It is action taken to intentionally hurt another pupil or group physically and emotionally (which may cause psychological damage) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, culture, sex, sexual orientation, gender, special educational needs and disability or because a child is adopted or is a carer.

- The victim is powerless to resist.

- A person of any age may be the perpetrator or the victim.

Examples of bullying include:

- Physical bullying: Hitting, kicking, pushing some else.

- Extortion bullying: Demanding money or possessions from someone else or taking or damaging belongings.

- Verbal bullying: Name calling, insulting another person's friends or relations, repeated teasing or ridiculing someone else including making racist, religious, cultural, sexual/sexist comments, homophobic or transphobic remarks including insulting remarks about someone being or perceived to be lesbian, gay, bisexual and transgender, queer or questioning (LGBTQ+) or remarks about disability.

- Non-verbal bullying: Looks, negative body-language.

- Exclusion bullying: Deliberately leaving someone else out of a game or conversation, spreading nasty rumours about someone else, ignoring them.

- Initiation/hazing type violence and rituals: Activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

- Cyberbullying: There is increasingly public concern about the amount of cyberbullying which takes place involving children. Such 'virtual' bullying can occur in or outside school, directly or indirectly.

Cyberbullying

There are seven main categories of cyberbullying:

- **Harassment** - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms. Being explicitly offensive on gaming sites.

- **Denigration –** This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. This can be on any site online or on apps.

We even hear about people altering photos of others and posting in online for the purpose of bullying.

- **Flaming** – This is when someone is purposely using very extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.

- **Impersonation** – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others. The making up of fake profiles on social network sites, apps and online are commonplace and it can be really difficult to get them closed down.

- **Outing and Trickery** – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

- **Cyber Stalking** – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.

- **Exclusion** – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and a very common.

Cyberbullying can very easily fall into criminal behaviour under the Malicious Communications Act (1988) and Communications Act (2003) which state that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim could be deemed to be criminal.

At Emanuel, there are clear policies in place regarding the use of the internet in school. All communications made via the school's network are monitored. Pupils should be familiar with and follow the rules in place in the Pupil Acceptable Use Policy. It is essential to report any form of cyberbullying taking place between a pupil and (an) other pupil(s) of the Emanuel community. Staff have powers to tackle cyberbullying and should refer to the E-Safety Policy if an allegation includes inappropriate images (or files) on electronic devices, including mobile phones.

What advice does the school give pupils regarding cyberbullying?

The school makes sure that the pupils understand how to use these technologies safely and know about the risks and consequences of misusing them, via their Computing lessons but also talks in Life Education, school assemblies, focus groups and presentations by outside speakers.

The school advises pupils never to reply to unpleasant emails or messages but tells them to keep the cyber bully's messages as evidence.

The school asks pupils to inform their tutor or another trusted adult about this bullying. They can also report any concerns by using the 'Reporting a Pastoral Concern' button on the Firefly dashboard. With cyberbullying, there is often the added apprehension that a child will no longer be allowed internet access or will have his / her mobile phone taken away if he / she reports the bullying.

Pupils are also made aware that it is illegal to join social networking sites such as Facebook or Instagram under the age of 13.

The planned programme of Life Education and assemblies helps pupils to adjust their behaviour in order to reduce risks and build resilience. The risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people are discussed. Internet safety is integral to the school's Computing curriculum and E-Safety policy.

The school will consider what action to take where cases of cyberbullying are brought to its attention. Bringing the school into disrepute or bullying on websites will result in sanctions which may include suspension from school.

Pupils' views of bullying

- Pupils do not like bullying and want it to stop.
- Pupils often have a wider interpretation than adults of what constitutes bullying.
- Pupils often feel helpless when they see someone else being bullied.
- Pupils often find a single incident very threatening and would describe it as being bullied.

Why should the school be concerned?

- All members of the school community should be free from the fear of bullying.
- Some adult preconceptions often run along these lines:

    'It's only horseplay.'

    'Boys will be boys.'

    'It's part of growing up.'

    'It'll sort itself out.'

    'It is only banter'

- Some adults often dismiss children's accounts as of little consequence.
- Perhaps this is because adults themselves often feel powerless to intervene effectively.

Why does bullying continue?

- Silence and secrecy nurture bullying. It is predominately a secretive activity.
- Children are often afraid to speak out and tell an adult.
- This may be due to fear that adult action will be ineffective, or perhaps fear of retribution.
- Confessing to being bullied is publicly admitting humiliation and weakness.
- Victims often have such low self-esteem that they believe they deserve to be bullied and therefore have no right to complain.

How to recognize victims

A typical victim in school may be:

- New to the school or form
- Different in appearance, speech, mannerisms, background and may be an SEN pupil.
- Low in self-esteem.
- Nervous or anxious.

It may also be the case that:

- The victim's work deteriorates
- The victim is often absent from school
- The victim has few friends.

Staff guidelines – what should staff do?

The following are guidelines should a pupil report an incident of bullying to a member of staff:

- Tell the pupil that they have done the right thing and are not at fault.
- Listen carefully to the account.
- Avoid asking unnecessary questions.
- Take the incident/report seriously.
- Reassure the victim, taking care not to make them feel inadequate or foolish.
- Offer concrete help/support/advice and discuss possible courses of action with the victim. Avoid, if at all possible, agreeing to keep the matter secret. Staff should encourage a victim to allow them to tell the form tutor or a trusted adult (this person should be agreed upon.) The member of staff will consult the head of year or head of section.
- Some immediate action may be needed but preferably wait until the form tutor/head of year have been consulted as to what action will be taken and who should take it.

Where there is reasonable cause to believe a child is suffering or likely to suffer significant harm from a bullying incident, this will be treated as a child protection concern and the designated safeguarding lead involved.

Parental guidelines

Typical signs of distress at home to watch for may include:

- Unwillingness to attend school.
- Fear of the journey to and from school.
- A pattern of headaches or stomach aches.
- Bruising, scratches.
- Damaged clothing, books etc.
- Equipment gone missing.
- An unusual request for extra pocket money.

- Loss of money.

- An unexpected decline in standards of work.

- Obvious distress or decline in cheerfulness but with reluctance to discuss this.

At school staff may not notice these manifestations as quickly as parents will. The school therefore asks parents to contact the school immediately with their concerns.

- Advise their child to talk to his/her form teacher or other trusted teachers.

- Together identify places where bullying takes place and work out ways to avoid them.

- Tell their child to travel to and from school with other pupils, if at all possible.

- Tell their child not to attempt to buy the bully off with sweets or other 'presents' and to avoid giving the bully money

- Tell them not to fight the bully.

- Together work out a plan of action. If the bullying is repeated, the plan must be followed and child must tell an adult that the bullying has recurred. In such cases it is advisable to keep a detailed record of any further incidents.

In the case of cyberbullying:

- It is also essential that parents inform the school if they are aware of any form of cyberbullying taking place between their child and (an)other pupil(s) of the Emanuel community.

- Please print off evidence from websites or screen-shot as much of the evidence as possible or retain evidence from mobiles etc.

- Should the images be of an indecent nature containing young people under the age of 18, it is vital these are not shared with any other party. In these incidents, it may be necessary for external agencies, such as the police, to be involved.

- Additionally, parents should contact the mobile network, their Internet Service Provider or their landline provider. Parents can invest in some parental control software to limit to whom their child can send messages or receive messages from. This software can also block access to some chat rooms.

- For further comprehensive advice, please access the website *Vodafone Digital Parenting* or *Parent Info*, a website developed by CEOP (the National Crime Agency's Child Exploitation and Online Protection Centre) and Parent Zone (founded in 2005 to provide support to parents).

Courses of action

The circumstances and individuals involved in any incident of bullying are always unique and whatever course of action taken depends on the professional judgement of those staff responsible for investigating any alleged incident.

Sanctions in line with the school's Behaviour Policy are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it and indeed put it right. Sanctions will include head of year detention, headmaster's detention, internal or external suspension for periods of 1 – 10 days. In extreme cases of severe and persistent bullying exclusion may be necessary. Each case is judged on its own merits.

When bullying comes to light, parents are informed as soon as it is appropriate to do so, whether their child is the one being bullied or the one doing the bullying.

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 are often used.

Support for both the victim and bully is provided by pastoral staff, the school chaplain and school nurse, peer mentors or, if needs be, by a range of adult mediation services including the school's police liaison officer and the school counsellors.

Incidents of bullying including prejudice based bullying are kept on a central record and every effort is made to monitor future progress once a course of action has been agreed.

Records are kept to evaluate the effectiveness of the approach adopted and to enable patterns to be identified so that we have a clear picture of bullying incidents throughout the school.

The school welcomes pupil feedback on its policies both informally through the form tutors and pastoral team, or formally through the school council.

Bullying and Peer-on-Peer Abuse

Safeguarding issues can manifest themselves via peer-on-peer abuse, one form of which is bullying, including cyber bullying. Keeping Children safe in Education (2021) makes clear that abuse should never be tolerated or passed off as "banter" or "part of growing up".

Peer-on-peer abuse may involve bullying (including cyber bullying), but can manifest itself in many ways, for example the different forms peer-on-peer abuse can take: sexual violence and sexual harassment (including upskirting); physical abuse; sexting (or youth produced sexual imagery); initiation ceremonies/hazing-type violence and rituals.

Allegations of peer-on-peer abuse should always be reported to the DSL. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm." In these circumstances the procedures in the School's Safeguarding Policy will be followed and any such abuse will be referred to children's social care (Achieving for Children).

Preventative strategies

Emanuel is committed to engendering respect, tolerance and understanding of the importance of caring for others as well as providing supportive pastoral care that nurtures health and wellbeing, emotional maturity and spiritual richness.

It is thus entirely consistent for the school to be as pro-active as possible in creating a culture where bullying is not tolerated and where all members of the school treat each other with dignity and respect. Preventative strategies include:

- A school policy known and supported by staff, pupils, parents and governors.

- A positive behaviour, discipline and rewards approach.

- Staff available and trained to deal with reported incidents and provide support and counselling.

- Use of curriculum opportunities in subject areas, Life Education and chapel to discuss issues around diversity, draw out anti-bullying messages and develop social and emotional skills in areas such as empathy and management of feelings.

- The use of peer mentoring and school council to promote open and honest reporting and consultation in addition to anti-bullying questionnaires.

- Using opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. via the school assembly programme, team building away days or anti-bullying week.

- Raising awareness of staff through continuing professional development and taking action to reduce the risk of bullying at times and in places where it is most likely to happen.

It is important to send a strong message to all that bullying is not acceptable at Emanuel and that, by working together to promote good behaviour, respect for others and tackling all forms of bullying, Emanuel's community will be stronger and safer.

Related documents

- Behaviour policy

- E-Safety policy

- Exclusion Policy

- Guidelines to Police Involvement

- Learning Support and Special Educational Needs policy

- Life Education Policy

- Pastoral Policy

- Pupil Voice

- Safeguarding and Child Protection policy

Emanuel School

Appendix I: Report of action taken as a result of a bullying incident

Available on Firefly: https://emanuel.fireflycloud.net/safeguarding/log-a-bullying-incident

This form should be completed by the relevant Head of Section.

ALLEGED VICTIM	
NAME:	FORM:
DATE:	REPORTED BY:
ALLEGED OFFENDER/S	
NAME/S:	FORM/S:
DETAILS OF THE BEHAVIOUR AND INCIDENT:	
ACTION TAKEN:	
SANCTIONS ISSUED:	
DETAILS OF RESOLUTIONS:	

This form will be submitted to the Deputy Head: Pastoral