

POLICY STATEMENT

Policy	Anti-Bullying policy (Including Cyber Bullying)
Date Written	16 th October 2018
Written by	J Blake
Approved by	G Sutton
Next major review date	August 2019
Location and disseminations	A copy of the policy can be found, in the college admin office and on the college website.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our scholars so they can learn in a relaxed and secure atmosphere. Bullying is part of a wider safeguarding remit and bullying of any kind is unacceptable at our college. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* college. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

The purpose of this document is to ensure students, staff and parents/carers are educated to understand what bullying is and the procedures that are in place to prevent and deal with cyberbullying within the college community.

What Is Bullying?

Bullying is best defined as the deliberate act of causing another person to be unhappy and is behaviour which is reported over time. Bullying is not necessarily physical and it is not necessarily carried out by someone older on someone who is younger. Bullies can be operating alone or in a group. It is also important to note that bullying could be perpetrated by adults, such as staff in the college and that staff could be victims of bullying by colleagues, parents or students. Bullying incidents can be serious enough to cause permanent psychological damage and even lead to suicide. Whilst bullying is not a criminal offence, there are criminal laws which relate to harassment and threatening behaviours.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is often motivated by something, for example: prejudice against particular individuals on grounds such as race, religion, sexuality, gender, culture, educational needs, disability or family circumstances.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Gender male, female, transgender, gender fluid
- 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 & internet chat room misuse, Mobile threats by text messaging & calls, Misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Scholars who are bullying need to learn different ways of behaving. Colleges have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All teaching and non-teaching staff, scholars and parents should have an understanding of what bullying is.
- All teaching and non-teaching staff should know what the college policy is on bullying, and follow it when bullying is reported.
- All scholars and parents should know what the college policy is on bullying, and what they should do if bullying arises.
- As a college we take bullying seriously. Scholars and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Peer on Peer Abuse

Peer on peer abuse can occur among students who are the same age or differing age, individuals or groups and across genders.

All staff as part of their wider safeguarding training will address the factors associated with peer on peer bullying as well as what to do if someone suspects someone of bullying or being bullied.

The DSL should consider the context in which bullying has taken place and review logs to look for patterns forming. It is important to take into account that those with SEN are up to three times more likely to be vulnerable to incidents of bullying and staff should report significant changes in behaviour which indicate bullying.

Sexual Violence and Harassment

There has been a significant increase of reports of sexual violence and harassment in schools across the country. This is a very serious incident and in some cases a crime that will involve the police

Any incident should be immediately reported to the DSL. Incidents of this nature are dealt with on a case by case basis that may involve a direct referral to SPOA and MASH in ESCC and potentially police involvement. In any instance of this, the victim and accused perpetrator in the incident will be treated equally while an investigation takes place. It is essential that all victims are reassured that the allegation is being taken seriously and that they are supported.

When there is a report of this nature a risk assessment will be drawn up by the DSL and relevant staff will receive a copy.

The Victim and the accused will be separated and have no contact with each other.

The victim will be given the opportunity to express their feelings and opinions and how they wish to proceed and counselling sessions will be arranged.

In the case of the perpetrator, careful consideration will need to be exercised around when they should be informed. Advice and support on this will involve any external agencies that may be involved such as Social worker or Police. The most important thing is to keep the victim and the perpetrator separated from each other in all classes and in social contexts.

Hazing

Bullies often act alone or in small groups, but hazing commonly involves an entire group or team.

Hazing can take many forms, including the following:

- To make victims act in embarrassing or humiliating ways
- To swear and yell insults at victims
- To deprive individuals of sleep or restrict personal hygiene
- To force victims to eat vile substances
- To physically beat individuals
- To force binge drinking
- To sexually assault victims.

Any instances of this type of behaviour should be treated extremely seriously and reported to the DSL immediately. The DSL can then make a more informed judgement if external agency involvement should be considered. It is important that members taking part in the alleged hazing are separated. It is very important to remember that any instances of hazing will be taken extremely seriously and could result in police intervention, criminal charges and suspension or permanent exclusion.

Signs and Symptoms

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

- is frightened of walking within college.
- is frightened of attending college
- doesn't want to go on the college coach
- begs to be driven to college
- changes their usual routine
- is unwilling to go to college
- begins to truant or miss lessons
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in college work
- uniform clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has Tuck Shop or pocket monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating

- is frightened to say what's wrong
- 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
- becomes very sensitive over any nationality/race issues

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

If a child has any SEN needs, staff should be monitoring clear changes in behaviour, as SEN can make them more vulnerable to bullying.

Bullying Outside College Premises

College have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the college the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of college staff (this legislation does not apply to independent schools). However, we will investigate and act upon reported incidents of poor behaviour of our pupils outside of the college premises.

Staff, parents and pupils need to understand the procedures that St George's College has adopted in order to deal with bullying including cyber bullying and bullying outside of school. Any reports of bullying will always be taken seriously.

Serious incidents of bullying including bullying that breaks the law, will always be reported to the police and or /social care.

Procedures

Low Level GREEN	Medium Level AMBER	High Level RED
Step 1: Member of staff talks with those involved and decides no further action is required: reinforces to all involved college's stance with regard to bullying	Step 1: Member of staff decides that the behaviour needs further investigation meets with DSL and if applicable the Boarding Coordinator to discuss the details of the incident.	Step 1: Member of staff decides the behaviour is potentially serious and that a student is at risk of harm. It is immediately referred to the DSL.
Step 2: Student who has been the 'recipient' is asked to report any subsequent unpleasant behaviour immediately to a member of staff.	Step 2: Behaviour is investigated to assess the nature and severity of the behaviour: all those involved including bystanders talked to: behaviour records checked.	Step 2: DSL informs parents through appropriate communication channels.
Step 3: Member of staff decides to inform appropriate members of staff to monitor the situation and report and signs/symptoms of continuing behaviours that could increase the level of incident.	Step 3: Assessment completed by DSL, details recorded and appropriate action implemented: support to those bullied: help to change behaviour of those bullying: bystander behaviour addressed: parents informed and involved.	Step 3: DSL investigates immediately and decides whether the case needs to be referred to an external agency, for example Child Protection and/or Police: where external agencies are involved further school action needs to be agreed with involved agencies.
	Step 4: Review of effectiveness of action taken within appropriate	Step 4: Assessment completed, details recorded and appropriate action

	timescale	implemented: support to those bullied: help to change behaviour of those bullying: bystander behaviour addressed: parents informed and involved: severity of behaviour determines appropriate sanction: decision made about involvement of appropriate specialist external support
		Step 5: Review of effectiveness of action taken within appropriate timescale, most commonly within 2 weeks.

Safeguarding – Bullying Records Files

GREEN – non active. Any issue that arises that causes concern and cannot be managed through Low Level GREEN procedure steps moves to the Safeguarding system

AMBER – alert to possible issue. Relevant paperwork is completed. A decision is made by the Safeguarding Officer to ascertain whether: this is a cause for concern to be monitored or Safeguarding issue.

RED – Determined as a Safeguarding issue to be monitored and reviewed.

Record Keeping

Bullying Logs, in part, inform the students that will be reviewed at the behaviour meetings, which are held to look at specific students and the behaviour that they may be displaying, which is causing concern. All incidents of bullying should document an outcome which should include the sanction applied. If no sanction is deemed appropriate, how and why this decision was made should be documented. All records should be factual and contain details of the parties involved. Records should be timed and dated.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the scholars will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use the following methods for helping children to prevent bullying.

- A child protection officer (DSL) is made available to all pupils within the college, with their name and role clearly displayed.
- PSHE programmes are structured to give students an awareness of their social and moral responsibilities.
- All students are encouraged to inform a member of staff if they know an incident is taking place.
- DSL will provide support and guidance to staff on handling reported incidents
- Having discussions about bullying and why it matters

Cyber Bullying

The college recognises that under the Malicious Communication Act 1988, it is a criminal offense for a person to send electronic communications which have the intent to cause distress or anxiety, send an

electronic communication which conveys a message which is indecent or grossly offensive, information which is known to be false by the sender or a threat.

Cyber-bullying is an aggressive intentional act which is carried out by an individual or a group in which electronic media is used maliciously against a victim repeatedly. Seven categories of cyber-bullying have been identified:

- Text messages (Including picture or video clips)
- Email and Social Media
- Phone Calling
- Personal websites
- Personal space
- Defamatory blogs
- On-line personal polling sites

These forms of bullying, regardless of whether or not they take place within college time have a direct impact on the health and happiness of the intended victims. If any such bullying is found to emanate from an individual within St Georges, the individual(s) will be subject to disciplinary action.

Countering Cyber-Bullying

At St Georges, we recognise that technology, when used correctly, is a valuable resource with many advantages. It is therefore our responsibility to educate all members of our community to understand the benefits, the risks, the effects and equip them with the knowledge to use technology safely, responsibly and with consideration to others.

Procedures for dealing with Cyber-Bullying

When reporting cyber bullying, it is important that the message is not erased, take screenshots or create a hard copy if possible and do not show others, sharing such material could be a form of defamation and make you subject to disciplinary actions. Below is some advice on how to deal with incidents of cyber bullying:

Text

- Do not reply to abusive or obscene messaging.
- Report a problem to your mobile network provider. (You can find guidance on their websites on how to report abuse)
- Be careful of your personal details.
- Report to the college as early as you can.

Online messaging/ IM

- Protect your personal identity.
- Do not share your age, gender or location.
- Do not respond to any abusive posting or messaging.
- Report to the college as early as you can.

Email

- Do not reply and do not react.
- Find out where the email is coming from, if possible, if they do not stop. Email clients such as Outlook will reveal details about who the email came from.
- Report to the college as early as you can.

It is our aim to publicise, to all members of the college, the signs of cyberbullying and ways in which it can be reported. It is our aim to inform students that asking for help is the right thing to do. Anyone who knows that cyber bullying is taking place is expected to tell staff at the college.

Following a report, the school will talk to all those involved and review the evidence to discover what has occurred. The feelings of both the victim and the bullying will be explored and emotional support will be offered if deemed appropriate. A resolution will be proposed and worked towards by the victim and bully and disciplinary actions may be taken. The evidence will be kept under records by the DSL.

References

This policy takes into account: Safe to Learn: Embedding Anti-bullying Work in Schools, Section 89 of the Education and Inspections Act 2006, Equality Act 2010, Behaviour and Discipline in Schools: a Guide for Headteachers and School Staff August 2011 and Preventing and Tackling Bullying 14th December 2011. See also the Cyber-bullying Policy, National Minimum Standards for Boarding School (2015 std.12). Keeping Children Safe in Education 2018.