



Anti-Bullying Policy

Definitions of Bullying:

Bullying is “Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

(DfE “Preventing and Tackling Bullying”, July 2017)

At Bennerley Fields School we believe that:

Bullying is:

- Deliberately hurtful (possible aggressive).
- Repeated over a period of time.
- Difficult for victims to defend themselves against.

Bullying can be direct or indirect and may be classified as:

- Physical – hitting, kicking, pushing and punching.
- Verbal – name calling, insulting, teasing, making offensive comments, mocking and taunting.
- Indirect – spreading hurtful stories or rumours about someone else, exclusion from social groups and gossiping.
- Cyberbullying – this includes verbal and indirect inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, sending offensive or degrading images by mobile phone or via the internet.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances including young carers, children in need, looked after children and poverty
- Sexual orientation, sexism, homophobia or sexual bullying.

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment to teach and learn.

Aims and Objectives

The aim is to make Bennerley Fields a place where everyone can achieve their potential and feel safe, knowing that any incident of bullying is unacceptable and will not be tolerated.

Aims:

- To communicate the principles of the school's anti-bullying policy to all staff, pupils and parents/carers. This will be through assemblies, PSHE lessons, child friendly policies, school website and conversations and family group meetings with parents.
- All members of the school community fulfil their obligations to it.
- For pupil voice to play a key role in the culture of the school through school council.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To ensure that all incidents of bullying are recorded.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure that they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.

Our School Community:

- Discusses, monitors and reviews our anti-bullying policy and practice.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Teaches pupils how to form positive relationships with others within our PSHE curriculum.

Bullying can take place:

- Between pupils
- Between pupils and staff
- Between staff
- By individuals
- By groups
- Face to face
- In isolation
- In the presence of others
- Indirectly
- Through a variety of cyber bullying methods.

Cyberbullying:

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'.

It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs from other forms of bullying in several significant ways:

- By facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- The potential for anonymity on the part of the bully. This can be extremely distressing for the victim.
- The potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- Through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his/her actual actions had been no worse than conventional forms of bullying.
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- The profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- Many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

Bennerley Fields staff will:

- Ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy Part 2.
- Ensure that all staff know that they need to report any issues concerning cyberbullying on My Concern.
- Pupils are provided with clear guidance on the use of using technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- Plan and deliver a curriculum on online safety in computing and PSHE lessons which builds resilience in pupils to protect themselves and others on line.
- Ensure adequate safeguards are in place on the school network to filter and monitor inappropriate content and alert Designated and Deputy Safeguarding Leads to safeguarding issues.

Guidance for pupils

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/carer, or a member of staff at Bennerley Fields.

- Do not answer abusive messages but save them and report them.
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying).

- Do not give personal details or contact information without the permission of a parent/carer/guardian (personal data).
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly.
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or an adult at home.
- Never reply to abusive emails.
- Never reply to someone you do not know.
- The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.
- The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanction will be given in line with the school's Behaviour Policy.

Guidance for parents/carers:

It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Parents/carers must play their role and take responsibility for monitoring their child's online life.

- Keep the computer or other electronic devices in a public place in the house. Periodically check on what your child is doing.
- Discuss the kinds of Internet activities your child enjoys.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his/her profiles and postings on teen community sites, review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
- Watch out for secretive behaviour as you approach your child when they are online, such as rapidly switching screens, changing passwords and for attempts to hide online behaviour, such as empty history file.

Procedures

Pupils must be empowered to be able to tell an adult or a peer that they are being bullied. It is very important that this disclosure is acted upon and dealt with in an appropriate manner.

- All incidents of bullying will be recorded on IRIS within the same day as the incident being reported. It will also be recorded on My Concern if it is also a safeguarding concern.
- If it is a serious incident this must be directly reported to a member of the Senior Leadership Team.
- The victim of the bullying, as well as witnesses of the incident if this is different, will always be listened to, their concerns acted upon and support put in place.
- This support may take the form of a key person to talk to, referral for support or restorative justice.
- Help will be given to the perpetrator to identify the negative impact of their behaviour and how to learn from it in line with the school Behaviour Positive Engagement policy.

Preventing, identifying and responding to bullying:

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupil's social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parent/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as assemblies, student council and curriculum.
- Regularly update and evaluate our approaches to take into account the development of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff (teaching, administration, lunchtime, site support and pastoral) to identify all forms of bullying, follow the school policy and procedures.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Design a curriculum that teaches about, supports and tackles all forms of bullying.
- Work with other agencies and the wider community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly.

Links with other School Policies, Practices and Legislation:

- Behaviour (Positive Engagement) Policy
- Safeguarding and Child Protection Policies (part2)
- Online Safety Policy
- Acceptable use of ICT policies
- Relationships and Sex Education Policy
- PSHE and computing curriculum
- Equality and Diversity Objectives and Policy



Cover Sheet

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