Anti-Bullying Policy

This policy was approved and ratified by the People and External Relations Committee of Cox Green School Governing Body

On 6th June 2017

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	3/12/13	3/12/13	July 2015
1.2	Full Governing Body	7/7/15	1/9/15	July 2017
1.3	People and External Relations Committee	6/6/17	6/6/17	June 2020

Introduction

1: KEY REQUIREMENTS/LEGAL DUTIES

This policy responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006, and Independent Schools Standards Regulations, 2010. This includes the requirement that all schools, academies and free schools must have an Anti-Bullying Policy which must be available to all parents and prospective parents.

The school acknowledges its legal duties under the Equality Act, 2010 and in respect of students with SEN. 1.

The law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, eg name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Call 999 if you or someone else is in immediate danger.

Schools and the law

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

This policy is decided by the school. All teachers, pupils and parents must be told what it is.

Anti-discrimination law

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales.

Preventing Radicalisation and extremism

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Extremism - is 'vocal or active opposition to fundamental British values , including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas'.

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

The Prevent duty does not require staff to carry out unnecessary intrusion into family life, but as with any other safeguarding risk, you must take action if you observe behaviour that concerns you. This means that you must be able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Staff are in an ideal position to build children's resilience to radicalisation by promoting fundamental British values and challenging extremist views; for example, in PSHE, SMSC and citizenship lessons. Children can be taught to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing, including knowing when, where and how to get help.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

2: INTRODUCTION

This policy aims to provide staff and parent/carers with clearly understood guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour choices with specific regard to issues of bullying. We do however recognise the need for a degree of flexibility when faced with some of the complexities involved in allegations of bullying behaviour and that one approach may not be the only possible approach available.

The policy has three broad areas of focus:

- Identifying bullying behaviour
- Preventing bullying behaviour
- Responding to bullying behaviour

The aims of the policy are to reinforce the need for all members of our community (including parents) to become involved in the prevention of bullying behaviour.

3: AIMS

The key aims of this policy are:

- **Everyone can learn together in a safe, positive and enriching environment**

The best learning can only take place when a student feels safe, happy and confident at school. Our most important aim is to strive to ensure that Cox Green provides this environment.

- **Bullying is not tolerated and not ignored**

All students, staff and parents will know that Cox Green School does not pretend that bullying does not exist and that the school will continuously reinforce the message that bullying behaviour is not acceptable.

- **Students know that bullying is wrong and is an issue that involves all of us**

Students know this because it is a message that Cox Green School will continually reinforce through poster campaigns, assemblies, tutor time learning, P.S.H.E learning and curriculum learning.

Our school Code of Conduct states that all students; "have the right to feel safe (physically and emotionally) and respected", and that; "We will not bully or use offensive language".

- **Positive steps, which involve all staff and students, are taken to prevent bullying and deal with incidents when they occur**

We are developing a culture in which **all students and staff** feel that they are part of the solution to bullying behaviour.

Students will learn that it is their responsibility to report incidents to a member of staff.

Students will learn that if they engage in bullying behaviour their conduct will be reported and dealt with.

- **Parents with concerns about bullying are informed, advised and supported**

At Cox Green School we recognise that parents will be concerned for the safety and happiness of their children at school. We offer general support, guidance and advice to parents and regularly seek to listen to their concerns. In specific incidences of bullying behaviour we will work with the parents of all parties concerned to help bring about a solution which enables the students involved to move on with their learning and their enjoyment of school life.

- **Students know that they can report bullying incidents and receive support**

If bullying is not discussed with all students and if any students feel unable or unwilling to report incidents then it will become a bigger problem. One of our most important aims is to encourage all students to know that there are a number of ways in which they report incidents and feel confident that reporting bullying behaviour **will not make it worse**.

- **Staff have clear procedures to follow when dealing with accusations of bullying**

How staff deal with bullying behaviour and allegations of bullying behaviour are explained in detail further on in this policy.

At Cox Green School all staff are aware of their responsibility as professionals with young people in their care, to ensure that those young people feel able and confident to report concerns and know that they will be listened to and their concerns acted upon.

4: IDENTIFYING BULLYING BEHAVIOUR

It is important that all staff and students understand and can identify all forms of bullying behaviour. Staff will receive updates and training as appropriate. Students' understanding of bullying behaviour will be regularly canvassed and reinforced through curriculum, tutor time /PHSE and assemblies.

What is Bullying?

Bullying is the use of aggression, abuse and or intimidation with the intention of hurting (physically or emotionally) another person. Bullying results in pain and distress to the victim. Bullying can be used in an attempt to show strength or superiority.

Bullying can be:

Emotional/psychological:
Being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures, spreading unpleasant rumours).

Physical:
Pushing, kicking, hitting, punching or any use of violence.

Intimidating:
Using physical presence to make someone feel scared, unwelcome, unwanted.

Racist:
Racial taunts, graffiti, gestures. It is important to note that not intending to be racist is no defence in the case of, for example, jokes or language which is likely to cause offence.

Sexual:
Unwanted physical contact, or sexually abusive/inappropriate comments. It is important to note that, as with racism, the intent behind the use of language is immaterial.

Homophobic:
Because of, or focussing on, the issue of sexuality.

Verbal name-calling:
Sarcasm, spreading rumours, and teasing. Focusing on an aspect of someone else's personality, physical appearance or lifestyle with the purpose of gaining inclusion and respect amongst other peers.

Property based:
Students may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.

Cyber Bullying (e Bullying)

As a result of the use of electronic communications cyber bullying has increased rapidly amongst young people in recent years we are mindful of the need to pay special attention to the possible

increase in bullying behaviour via such devices : There is additional information and focus on this area within this policy.

School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

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Last updated:
17 November 2014,

What is Cyber Bullying?

Cyber /E Bullying:

All areas of internet, such as email and internet chat room misuse Mobile threats by text messaging and calls misuse of associated technology, i.e. camera &video facilities

The National Crime Prevention Council's definition of cyber-bullying is "when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person."

All forms of verbal abuse can be sent (posted) to a targeted victim via a range of communication devices including e mails, text messages and posts on social networking sites.

Cyber-bullies may disclose victims' personal data (e.g. real name, address, or schools) at websites or forums or may pose as the identity of a victim for the purpose of publishing material in their name that defames or ridicules them. Some cyber bullies may post rumours or gossip and instigate others to dislike and gang up on the target.

Cyber technology may encourage bullying behaviour because unlike physical bullying, the 'bully' can remain virtually anonymous using temporary email accounts, pseudonyms in chat rooms, instant messaging programs, cell-phone text messaging, and other Internet venues to mask their identity. The bully therefore feels less likely to be caught and held accountable. Cyber bullying also requires less effort than other forms of bullying since it can be carried out from one location in privacy.

One serious concern is when teenagers know more about computers and cellular phones than their parents, guardians or teachers and are therefore able to operate the technologies without concern that an adult will discover their experience with bullying (whether as a victim or offender)

Victims of cyber-bullying may sometimes be able to avoid it simply by avoiding the site/chat room in question. Email addresses and phone numbers can be changed; in addition, most e-mail accounts now offer services that will automatically filter out messages from certain senders before they even reach the in box, and phones offer similar caller ID functions.

Cox Green School will offer support and advice to parents on these issues. (S*ee section 'Responding to Cyber Bullying')*.

5: PREVENTING BULLYING BEHAVIOUR

It is important to point out that whilst the school is fully committed to embedding a wide range of prevention strategies **we cannot guarantee to eliminate all incidents of bullying behaviour.**

What follows is a detailed breakdown of practical preventative measures that the school will have in place:

With students the school will:

- Ensure Anti-Bullying issues are part of the PSHE, Citizenship and ICT programmes and encourage all departments to seek ways of including the topic within their department planning and delivery.

- Encourage students to speak out with regard to bullying issues in the school. (Tutor times, PHSE, in assemblies.)

- Maintain and promote SAFE managers to work in conjunction with Achievement Leaders, Assistant Achievement leaders and all other members of the respond to student concerns regarding bullying behaviour and promote anti bullying strategies across the whole school.

- Develop 'safe spaces' for vulnerable/at risk students (mentors and or prefects to be in key rooms at break times and before/after school where appropriate).

- Engage more students with enrichment activities to build their esteem and confidence and provide them with potential older friends and contacts.

- Spotlight and celebrate positive contributions from students to the schools 'Anti-Bullying' culture. (Tutor times, PHSE, in assemblies.)

- Provide, teach and reinforce strategies to minimise risk of bullying and deal with incidents should they occur. (Tutor times, PHSE, in assemblies.)

- Ensure students are actively involved in 'campaigns' (posters, events) to promote Anti-Bullying ethos in school. (Tutor times, PHSE, in assemblies.)

- Provide training for students to become peer mentors. (Tutor times, PHSE, in assemblies.)

Strategies for Students to Use

Advice to students who may be experiencing or have concerns about bullying behaviour:

- Tell yourself that you do not deserve to be bullied and that it is wrong.

- Be proud of who you are, it is good to be individual.

- Try not to show that you are upset. Stay calm and look as confident as you can.

- Not reacting to comments made to you can be effective but you should still report what has happened.

- Be firm and clear-look them in the eye and tell them to stop. Walk confidently away. Go straight to a teacher or member of staff.

- Stay with a group of friends/people. There is safety in numbers.

- Fighting back may make things worse and is against school rules.

- Generally it is best to tell an adult you trust straight away. You will get immediate support.

   i) Teachers will take you seriously and will deal with your concerns.

- Do not rely on friends or brothers and sisters to sort the issue out for you since this can create further problems.

- Tell your parents or somebody that you can trust. If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.

- Email reportbullying@coxgreen.com which is monitored by our SAFE managers.

- Write down clear accounts of what has happened and pass these on to an adult you trust.

- Do not suffer in silence.

- Get involved in something at school (Rock Challenge or a sports activity) you will make new friends , feel part of a secure environment and do something which will make you feel proud of yourself.

Students who suspect or witness bullying behaviour

The most common response to the issue of bullying behaviour is, "it does not affect me." At Cox Green School we want all students to realise that just because you are not being bullied yourself and are not bullying others you are still an important part of creating a 'safer school'.

- If you see bullying behaviour, you know it is wrong and you should report it.

- If another student tells you that they are being bullied you should encourage them to talk to an adult and, if necessary, go with them.

- You should on no account approach the alleged 'bullies' or try to take the law into your own hands.

- If you are friends with someone who is 'bullying' others you should: Tell them to stop!

- Report their behaviour.

Telling on someone you think of as a friend is extremely difficult and many people will tell you not to do it. You have to think really hard about whether you are being a 'friend' if you stand by and do nothing when you know your friend is doing something wrong. Ignoring something you know is wrong is as bad as doing something wrong yourself.

Prevention of Bullying Behaviour – With staff the school will:

- Ensure all staff are aware of and have access to the school's Anti-Bullying Policy.

- Ensure all staff are aware of their roles and responsibilities regarding Anti-Bullying.

- Reinforce strategies for dealing with incidents via training for all staff.

- Keep staff informed of key legal developments with regard to responsibilities and Anti-Bullying and inform staff of technological developments or new concerns with regard to cyber/e bullying.

- Encourage staff to provide safe spaces and or enrichment activities for vulnerable/at risk students.

  - Promote positive relationships between staff and students to encourage an atmosphere of trust and respect so that students feel confident in approaching staff with their concerns.

Prevention of Bullying Behaviour – What students can do:

  - If you see bullying behaviour, you should report it.

  - If another student tells you that they are being bullied, encourage them to talk to an adult.

  - Report any concerns to an adult that you feel comfortable to speak to, the SAFE Team, Form Tutor or Achievement/Deputy Achievement Leader.
  - Report any concerns by email to reportbullying@coxgreen.com

Prevention of Bullying Behaviour – With parents the school will:

- Ensure parents are aware of and have access to the school's Anti-Bullying Policy.

- Provide information, advice and support on aspects of this issue.

- Provide particular advice and support (including technical) with regard to Cyber/ E -Bullying as this may be occurring outside of school.

- Provide information for accessing independent advice about bullying.

- Provide evening/twilight sessions for parents to access all the above and to provide a forum for discussion.

- Use the school website and school newsletters to provide all of the above.

- Listen to parents' views and concerns (via the above and through regular canvassing/surveys).

Prevention of Bullying Behaviour – With the wider community the school will:

- Work/liaise with community bodies/groups/organisations to address issues beyond school which may have a bearing on bullying behaviour.

- Invite community bodies/groups/organisations to address students on issues which may have a bearing on bullying behaviour.

6: RESPONDING TO BULLYING BEHAVIOUR

The school recognises that whilst we aspire to a community free from bullying behaviour, incidents can and will sometimes occur and Cox Green School's Anti-Bullying Policy must identify the appropriate responses to such incidents.

Parents and students can expect the school to:

- Talk and listen to those who are reporting bullying behaviour (including parents) and (particularly in the case of Cyber/E Bullying, gather any appropriate evidence).

- Treat all such reports seriously.

- Talk and listen to potential eye witnesses of reported bullying behaviour.

- Record reports made and pass these on to other relevant staff (tutors of students involved, Achievement Leaders, Learning Leader- Anti-Bullying).

- Attempt to identify the perpetrators of the bullying behaviour.

- Talk and listen to the alleged perpetrators.

- Attempt to gain a complete and accurate picture of what has happened.

- Where evidence establishes the involvement of a student in bullying behaviour, work with the student to identify the causes of the behaviour and move on to working on ways to eliminate repeat patterns of behaviour.

- Where appropriate, apply sanctions in line with School Behaviour Policy *(page 4).*

  (See also Section 'Role and Responsibilities' for information on who may apply sanctions in these cases.)

- Keep parents of all parties involved, informed.

- Apply, in some cases, strategies such as '**restorative justice'** (perpetrators meet victims in a controlled environment).

- Record the incident.

- Continue monitoring the situation to ensure no repetition. Record follow-up findings.

If suspected perpetrators do not admit involvement parents and students can expect the school to:

- Investigate further. Where it is clear from other available evidence that the suspected perpetrator has been involved then appropriate sanctions may be applied*. (See Section 'Role and Responsibilities' for information on who may apply sanctions in these cases.)*

- Record the alleged incident(s).

- Continue monitoring the situation to ensure there is no repetition of the bullying behaviour. Record follow-up findings.

- Ensure all staff are aware of potential issues with all students involved and offer advice on strategies.

- Offer guidance, support and advice to victims and to parents.

  (See also Section 7 'Advice to Parents/Carers regarding Cyber/E Bullying'.)

Parents cannot expect the school to:

- Condone any form of inappropriate intervention in cases of alleged bullying (or disputes). Threatening or intimidating behaviour from siblings or other relatives and 'friends' in support of alleged victims will not be tolerated and will be treated as anti- social behaviour. All parties involved will be reminded of the correct procedure for dealing with any concerns regarding bullying behaviour.

- Respond to requests or demands for particular sanctions to be applied.

- Parents/carers must accept that it is the role of the school to apply an appropriate sanction. Where parents are unhappy with the school's responses to alleged incidences of bullying, the appropriate complaints procedure is available for use, *(see the complaints policy).*

- Condone any form of retaliation or retribution carried out by victims or alleged victims of bullying behaviour. Our aim is to use the prevention measures outlined in this policy to teach students that dealing with provocation and or bullying behaviour by copying that behaviour is not an acceptable or effective response and that standing up for oneself does not mean hitting back.

  (See also section 8 'Disputes')

7: CYBER BULLYING

Cyber Bullying is unique in that it can occur in the home, often without the knowledge of parents.

Parents and students can expect the school to:

- Support parents and students with advice and guidance on ways in which they can minimise risks, identify issues when they occur and work with us to take appropriate measures should such bullying be taking place.

Advice for Parents with concerns

- Parents should contact the school and ask for a response from the student's tutor and/or appropriate Achievement Leader.

- Explain to the member of staff the problems your child is experiencing.

- Monitor your child's internet access and install appropriate software (i.e. net nanny).

- Seek further guidance from the school on the choice and installation of appropriate software.

8: DISPUTES

There will be occasions when students may have disputes in which some inappropriate behaviour may occur on both sides. Such incidents **may not** be recorded as bullying but may incur appropriate sanctions where it is deemed appropriate.

The school will investigate and take seriously all reports of bullying and where evidence of student disputes arise all parties concerned will be spoken to and offered guidance.

If there is evidence of anti-social behaviour from either or both parties then an appropriate sanction may be applied, (for example, where a student reacts to verbal provocation by physically assaulting another student then a sanction may well be applied.)

We recognise that when at school students are developing their personal and social skills and learning about relationships. The school takes such learning seriously and the PHSE/Tutor programme will address it in all years. Difficulties in personal/social relationships can lead to upset and the school is committed to listening to and offering support and guidance to students who are experiencing such difficulties. Incidences of this kind may not be classified or recorded as bullying and sanctions may not be deemed appropriate in such cases but students will be listened to and offered guidance.

An alleged 'bullying incident' may be classified as a dispute when the only evidence available is one student's word against another's and the accounts are in conflict. (For example when both parties accuse each other of name calling and there are no neutral witnesses to verify either's account.)

9: SANCTIONS

All decisions regarding sanctions are taken by the school in the light of considered appraisal of the evidence. Whilst we recognise the anxiety and emotional stress that parents of students who have reported bullying incidents may feel, we cannot be influenced by parents in the matter of appropriate sanctions.

Parents of students who have reported bullying incidents will be informed of decisions made and action taken at the school's discretion.

Sanctions will be applied by Achievement Leaders in the light of thorough investigation and consultation with all parties concerned, parents and staff involved in dealing with the incident (s)

Further information can be found on Sanctions in the Cox Green School Behaviour Policy Page 4 'DISCIPLINARY SANCTIONS'.

10: ROLES & RESPONSIBILITIES

This section describes what is expected of each role in the school. It links to already existing job descriptions and other whole school policies. This policy only works when its aims and objectives are clear and known to all members of the school community. The Learning Leader for Anti-Bullying also

has a key role in ensuring/monitoring that the policy is embedded and understood by staff, students and parents.

All staff are responsible for:

- Intervening and taking any appropriate action in the case of a bullying incident which is witnessed.

- Reporting to Line Managers or Achievement Leaders any incidents of bullying (either directly witnessed or reported by students/parents/other staff).

- Following up incidents by questioning those involved and (where appropriate) any witnesses to gain as full a picture as possible.

- Passing on written reports of bullying incidents.

- Reminding and reinforcing the principles of the Cox Green School Anti-Bullying Policy.

- Listening to students' reports of incidents.

- Demonstrating/modelling appropriate behaviour/conduct in line with the aims and principles of this policy.

In addition to the above, classroom teachers are expected to:

- Take any actions necessary to eliminate the possibility of 'bullying behaviour' in lessons. Many reported bullying incidents occur as students are entering or leaving classrooms and teaching staff need to be mindful of this.

- Use all relevant information passed on by Achievement Leaders, or other staff, to manage the classroom effectively. This will typically include seating plans, organisation of small group work, monitoring students' arrival and dismissal from class.

- Pass on relevant information to Achievement Leaders relating to individual students to ensure that knowledge and preventative strategies are communicated to all staff.

- Challenge students' behaviour and attitudes in class when they contravene the Anti-Bullying Policy.

- Apply sanctions (in accordance with Cox Green School Behaviour Policy) appropriately and where necessary.

- Report incidents to Line Manager and Achievement Leader, or SAFE Team.

In addition to the above, tutors are expected to:

- Be well informed about the composition of their tutor group with regard to data relating to ethnicity, Free School Meals, EAL, SEN, Gifted and Talented, prior attainment and current attainment and records of involvement (either as victims or perpetrators) of bullying behaviour. Such information may reveal potential 'at risk' students or suggest appropriate strategies to prevent or respond to bullying behaviour.

- Use whole school systems and other informal systems (discussions with colleagues, general observation) to monitor and promote the progress of individuals and groups via; personal organisers, attendance, merits, targets. Such monitoring may reveal potential instances of bullying behaviour or indicate that a student may be at risk. Tutors should aware of their tutees conduct in other lessons and around the school.

- Inform Achievement Leaders about issues related to individual or group interactions so that possible incidents of bullying can be prevented. Report incidents/allegations/suspicions to Achievement leaders.

- Research, prepare and deliver specific tutor time activities related to Anti-Bullying as contained within the tutor time activities programme and or the PHSE programme. Ensure that the issue is referred to on a regular basis and that a dialogue concerning Anti-Bullying is taking place amongst the tutor group. Do not be put off by a perceived lack of interest in the issue.

- Highlight well publicised cases (media reports) of bullying behaviour and ask the question, "could it happen here?"

- Highlight and, where appropriate reward achievements of tutor group (in all their forms) to promote respect for others and build self-esteem.

- Mentor individual students to monitor their activities and to offer opportunities for them to report concerns relating to bullying behaviour.

- Listen to reports of bullying behaviour (from victims, witnesses, parents, colleagues) and follow policy guidelines with respect to investigating and reporting alleged incidents.

- Where appropriate, offer a 'sanctuary' for small groups of students at break times or after school N.B Small groups of students NOT individuals.

- Contact parents as appropriate to discuss issues, listen to concerns, and monitor progress following reports, investigations, and sanctions.

- Use knowledge of students 'whole school life', not just their academic attainment and encourage participation in enrichment activities.

In addition to all the above PDBW (Personal, Development, Behaviour and Welfare) Leaders (staff who lead on year groups) are expected to:

- Be well informed about the composition of their year group with regard to data relating to ethnicity, Free School Meals, EAL, SEN, Gifted and Talented, prior attainment and current attainment and records of involvement (either as victims or perpetrators) of bullying behaviour. Such information may reveal potential 'at risk' students or suggest appropriate strategies to prevent or respond to bullying behaviour.

- Ensure that their team of tutors follow whole school policies with particular reference to Anti-Bullying.

- Ensure incidents that could be seen as constituting bullying are recorded and ensure that the appropriate tutor is aware of issues or potential issues related to bullying behaviour.

- Monitor any strategies being used by tutors and or classroom teachers, for example seating plans, small group work.

- Use assemblies to communicate key issues, values and principles of the Cox Green School Anti-Bullying Policy.

- Consult and liaise with Learning Leader Anti-Bullying on issues related to : school policy, records and data linked to bullying behaviour, strategies and sanctions applied, advice and guidance offered to students and parents.

- Support and advise staff who are reporting and dealing with bullying incidents.

- Where necessary and appropriate make and keep records of bullying incidents and make such records available to Leadership Team.

- Have an overview of students' curriculum experience and work with other Middle leaders and tutors to ensure that opportunities to explore Anti-Bullying work are developed here also.

- Ensure tutor teams know about and are actively promoting enrichment activities.

- Apply appropriate sanctions in line with this policy and the Cox Green School Behaviour Policy and Cox Green School Exclusion Policy.

- Communicate with parents to:

  i) Listen to reports/concerns form parents
  ii) Report bullying behaviour involving son/daughter of parent
  iii) Give information related to outcomes/ sanctions
  iv) Give information about progress following reports/investigations/outcomes linked to bullying behaviour
  v) Offer advice/guidance
  vi) Invite parents in for further discussions

Learning Leaders are expected to:

- Ensure that all teachers follow whole school policies with regard to Anti-Bullying.

- Monitor the work of teachers with regard to the above.

- Collaborate with PBDW Leaders and SAFE Team to ensure that bullying issues are identified and dealt with in the classroom. Where bullying incidents can be seen to be occurring in or around a particular lesson and or where bullying incidents are impacting on a student's progress Learning Leaders will take necessary and appropriate action in line with School Behaviour Policy and should ensure that Achievement Leaders are aware of these actions.

- Be aware of any patterns of behaviour occurring in other subject areas and ensure Achievement leaders are informed as and when necessary.

Associate Senior Leader (Inclusion):

- Monitor impact of Anti-Bullying Policy and strategies.

- Hold to account Anti-Bullying Learning Leader.

- To take the lead in ensuring that the requirements of the Anti-Bullying Policy are met with regard to SEN and EAL students.

Learning Leader for PSHE/ is expected to:

- **Liaise with Learning Leader for Anti-Bullying to collaborate to provide** high quality materials for the explicit teaching of Anti-Bullying units in PSHE.

- **Liaise with Learning Leader for Anti-Bullying to highlight areas** of the PSHE Programme which feature Anti-Bullying issues and evaluate their impact.

Members of Support Staff Teams are expected to:

- Be familiar with and understand the Anti-Bullying Policy.

- Follow Anti-Bullying policy guidelines to support class room teachers.

- Report incidents and or suspicions to appropriate staff.

- Support staff should NOT act as confidantes to individuals or groups of students.

Learning Leader for Anti-Bullying is responsible for:

- Raising staff/student/parent awareness of policies and practise with regard to Anti-Bullying.

- Reporting regularly to **Associate Senior Leader (Inclusion)** to monitor effectiveness and impact of policy and to prepare reports for Senior Leadership Team.

- Liaise with Achievement Leaders to monitor effectiveness and impact of policy and to prepare reports for Senior Leadership Team.

- Liaise with Middle leaders and specifically Learning Leader PHSE and Achievement Leaders to monitor effectiveness of curriculum based anti- bullying education.

- Working with students to develop student led Anti-Bullying strategies and campaigns; student assemblies, student designed poster and leaflet campaigns, peer mentor training.

- Investigate and, where appropriate and in consultation with Associate Senior Leader, facilitating the implementation of new strategies/campaigns/projects involving external agencies.

- Liaising with Associate Senior leader and Achievement Leaders to formulate official record of incidents categorised as bullying behaviour.

- Ensure termly reports of incidents are appropriately passed on to Senior Leadership and Head Teacher.

- The Learning Leader for Anti-Bullying with the Associate Senior Leader (Inclusion) will be responsible for monitoring and evaluating the Anti-Bullying Policy and will produce an annual report.

- Reviewing the categorisation of incidents as bullying.

- The Associate Senior Leader (Inclusion) with support from Learning Leader for Anti-Bullying and in liaison with Achievement Leaders will produce a summary of scenarios categorised as bullying and examples of scenarios considered but eventually not categorised as bullying, twice yearly. This summary will have names removed. This summary will be evaluated by a range of groups across the school (including SLT and Head Teacher) and the policy amended accordingly.

Senior Leadership Team are responsible for:

- Supporting Learning Leaders and PDBW Leaders in the following:

- Ensuring staff, students and parents are aware of the Anti-Bullying Policy.

- Publicising and promoting Anti-Bullying through Leadership Team assemblies and through whole school events.

- Applying the school's behaviour policy in deciding on sanctions such as exclusion (internal or external).

- Monitoring (termly) and analysing reports of all incidents that are categorised as bullying and identifying particular issues or patterns from these regular submissions.

- Revising and developing whole school policies with reference to the Anti-Bullying Policy.

- Acting swiftly and efficiently to deal with incidents in which students act against the Anti-Bullying Policy and ensure that parents are informed. Liaising with appropriate colleagues to target and support any individual or group that is the victim of bullying. Meet with parents and families to discuss bullying issues and other related behaviour issues.

The Head Teacher has responsibility for:

- Ensuring the school meets with legal requirements related to Anti-Bullying.

- Ensuring that the SDP has clearly identifiable Anti-Bullying perspectives.

- Ensuring Governing Body are familiar with and have ratified the Anti-Bullying Policy for the school.

- Deciding on the use of external exclusion in cases of bullying.

- Reviewing, with Senior Leadership team, data on incidents of bullying behaviour.

Governors are responsible for:

- Reviewing the data on incidents categorised as bullying.

- Identifying annual targets/priority actions as part of the SDP and to review progress on these actions at the end of the year.

- Meeting with students and families at Governors' Disciplinary Panels to discuss persistent bullying issues and other related behaviour patterns.

Recording Incidences of bullying

At the end of ALL investigations into reports or allegations of bullying a FORMAL DECISION must be made as to whether the incident has been categorised as an incidence of bullying. The definition(s) of bullying in this policy must be used in this categorisation. This decision will be made some or all of the following:

- Learning Leader for Anti-Bullying

- PDBW Leaders

- Senior Leaders

Communication of policy

This policy will be published on the school website and the staff information drive.

Evidence of implementation

Statistical reports and trends will be reported to the Peoples and External Relations Committee.

Review of Policy

This policy shall be reviewed every 3 years by the Peoples and External Relations Committee.

APPENDIX ONE

ADVICE/GUIDANCE FOR STDUENTS/STAFF AND PARENTS ON CYBER BULLYING:

Tips for Parents and Teachers to Stop Cyber bullying

No matter how much pain it causes, children are often reluctant to tell parents or teachers about cyber bullying because they fear that doing so may result in losing their computer or cell phone privileges. While parents should always monitor a child's use of technology, it's important not to threaten to withdraw access or otherwise punish a child who's been the victim of cyber bullying.

Spot the warning signs of cyber bullying

Your child may be the victim of cyber bullying if he or she:

- Becomes sad, angry, or distressed during or after using the Internet or cell phone.

- Appears anxious when receiving a text, IM, or email.

- Avoids discussions or is secretive about computer or cell phone activities.

- Withdraws from family, friends, and activities they previously enjoyed.

- Suffers an unexplained drop in grades.

- Refuses to go to school or to specific classes, or avoids group activities.

- Shows changes in mood, behaviour, sleep, appetite, or shows signs of <u>depression</u> or anxiety.

Prevent cyber bullying before it starts

To stay safe with technology, teach your kids to:

- Refuse to pass along cyber bullying messages.

- Tell their friends to stop cyber bullying.

- Block communication with cyber bullies; delete messages without reading them.

- Never post or share their personal information online (including full name, address, telephone number, school name, parents' names, credit card number, or Social Security number) or their friends' personal information.

- Never share their Internet passwords with anyone, except you.

- Talk to you about their life online.

- Not put anything online that they wouldn't want their classmates to see, even in email.

- Not send messages when they're angry or upset.

- Always be as polite online as they are in person.

Source: National Crime Prevention Council

Monitor your child's technology use

Regardless of how much your child resents it, you can only protect him or her by monitoring what they do online. You will hear or read the words "monitor your child's technology use" over and over again.

What follows is a list for practical tips about how you can actually carry out this monitoring:

- Keep the computer in a busy area of your house so you can easily monitor its use, rather than allowing your child use a laptop or tablet in his or her bedroom, for example.

- Limit data access to your child's smart phone if he or she uses it to surf the web. Some wireless providers allow you to turn off text messaging services during certain hours.

- Talk to your child's service provider to find out how you can limit web surfing and texting.

- Set up filters on your child's computer. Tracking software can block inappropriate web content and help you check up on your child's online activities. Get advice from school or service provider on how to do this.

- Insist on knowing your child's passwords and learn the common acronyms children use online and in text messages (Search Engines can help you find and learn such information).

- Know who your child communicates with online. Go over your child's address book and instant messenger 'buddy list' with them. Ask who each person is and how your child knows them.

- Encourage your child to tell you or another trusted adult if they receive threatening messages or are otherwise targeted by cyber bullies, while reassuring them that doing so will not result in their loss of computer or cell phone privileges.

- Your child may put up resistance to some or all of the above and it is important that you discuss his/her ownership and use of online/communication technology before s/he is allowed to have a device or have access to a device.

Deal with incidents of cyber bullying

- Don't reply to any incidents of cyber bullying but do save and document the threats (harassing messages, sexually explicit pictures, or threatening texts, for example) and report them to the school and the police. Seek appropriate legal advice.

- Report incidents of cyber bullying to the ISP, the cell phone company, and to any web site used in the cyber bullying.

- Block the cyber bully's email address or cell phone number, or change your child's email address or phone number.

- If you are able to identify the cyber bully, notify your child's school.

What if you discover that your child is Cyber Bullying?

It can be difficult for any parent to learn that their child is bullying others but it's important to take steps to end the negative behaviour before it has serious and long-term consequences for your child and or his/her 'victims'.

If your child has responded to being cyber bullied by employing their own cyber bullying tactics, you can help your child find better ways to deal with the problem. Seek advice: talk to the school, talk to your G.P seek our local counselling/support services.

Bullying is often a learned behaviour

Some cyber bullies can learn aggressive behaviour from their experiences at home, so it's important to set a good example with your own Internet and messaging habits. As a parent, you may be setting a bad example for your kids by spanking or otherwise striking them, verbally or physically abusing your spouse, or by displaying bullying behaviour such as:

- Sending or forwarding abusive emails or text messages that target peers and acquaintances.

- Communicating with people online in ways that you wouldn't do face-to-face.

- Abusing your child's sports coach, umpires and referees, or members of the opposing team.

- Swearing at other drivers on the road.

- Humiliating a waitress, shop assistant, or cab driver who makes a mistake.

- Talking negatively or writing abuse messages about other students, parents, or teachers so that your child thinks it's acceptable to use verbal abuse or cyber bullying to intimidate others.

Tips for parents dealing with a cyber-bullying child

- **Educate your child about cyber bullying.** Your child may not understand how hurtful and damaging their behaviour can be. Encourage your child to look at their actions from the victim's perspective. Remind your child that cyber bullying can have very serious legal consequences.

- **Manage stress.** Teach your child positive ways to manage stress. Your child's cyber bullying may be an attempt at relieving stress. Or your own stress, anxiety, or worry may be creating an unstable home environment. Exercise, spending time in nature, or playing with a pet, are great ways for both children and adults to let off steam and relieve stress.

- **Set limits with technology.** Let your child know you'll be monitoring his or her use of computers, tablets, smartphones, email, and text messaging. If necessary, remove access to technology until behaviour improves.

- **Establish consistent rules of behaviour.** Make sure your child understands your rules and the punishment for breaking them. Children may not think they need discipline, but a lack of boundaries sends a signal that the child is unworthy of the parents' time, care, and attention.

Cyber bullying and the law

- Certain types of cyber bullying may violate school codes or breach anti-discrimination and sexual harassment laws.

- In some cases, if hacking or password and identity theft is involved, it can be considered a serious criminal matter

- In many states 'sexting' or forwarding a 'sext' (sexual messages) is punishable as distributing or possessing child pornography, and requires even minors to be registered as sex offenders.

- If an adult becomes involved, cyber bullying becomes cyber-harassment or cyber-stalking, and is a serious criminal offense.