Lower School Anti-Bullying Policy

VISION

1. At Harrow, we believe that everyone has the right to learn and develop in a safe, nurturing environment, where anti-social and bullying behaviour is not tolerated.

   We take seriously our responsibilities as *Global Citizens* by developing *Leadership Attributes* in our students which enable them to make positive contributions towards making our community and the wider world, free from fear and intimidation.

2. This policy aims to:
   - promote positive and caring behaviour;
   - promote an environment where it is seen as positive to tell someone about bullying;
   - challenge attitudes about behaviour and bullying;
   - implement procedures to prevent bullying and dealing with it, should it occur;
   - promote understanding of the needs of victims and perpetrators of bullying.

3. We believe that:
   - Bullies often do not recognise their behaviour as bullying
   - Victims of bullying behaviour are targeted because, in that situation, they do not have the ability to fight back or to seek help
   - The process of dealing with incidents of bullying must empower the victim of the bullying
   - Bullying relationships will develop and prosper unless others intervene
   - Eliminating bullying is EVERYONE'S responsibility

4. Bullying is defined by the Lower School as behaviour that is deliberately and repeatedly:
   - intended to hurt someone either physically or emotionally
   - intended to exclude someone

   It is often aimed at certain groups, e.g. because of their race, class, religion, gender or sexual orientation.
   It takes many forms and can include: (see Appendix 1)
   violence, teasing, threatening words or behaviour, name calling, ridicule, spreading unpleasant stories and cyberbullying

IDENTIFYING BULLYING

5. Students who are being bullied may show changes in behaviour e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in learning behaviours, e.g. a lack of concentration, withdrawal from activities, etc.
   All staff need to be aware of these possibilities and report promptly any suspicions of bullying to their Year Group Leader and Head of Phase. Students are also encouraged to report incidents of bullying.

PREVENTING AND CHANGING ATTITUDES TO BULLYING:

6. We aim to prevent bullying by:

   - Using the curriculum, particularly PSHCE (Personal, Social, Health and Citizenship Education) and assemblies to raise awareness of the school's expectations and teach students the skills and values which will enable them to become positive citizens.
   - Holding an annual "Anti-Bullying week".
   - Ensuring all students and staff sign and adhere to our Anti-Bullying Pledge.
   - Teaching the schools *Leadership Attributes:*

- Adhering to the Behaviour Policy, which rewards positive behaviour and sets out clear actions/sanctions for negative behaviour.
- Giving support to children who are bullied, as well as support and guidance to bullies to help them change and make amends.
- Encouraging a conscience based approach to help everyone to have integrity and to do the right thing for themselves and others.
- Openly dealing with incidences of bullying where appropriate.
- Ensuring children are well informed about whom they can tell and how they will be responded to, while ensuring all staff are approachable.
- Using systems in each class to record any minor incidents of behaviour.
- Ensuring that staff are available in all parts of the playgrounds at playtimes and engage with students.
- Ensuring that a range of play equipment is available for children at playtimes.
- Ensuring that students are supervised at all times during the school day.
- Providing peer mentors and pastoral mentors for those children who may need more support.
- Involving parents in the prevention and responses to bullying.

INVESTIGATING ALLEGATIONS OF BULLYING

7. All reported incidences of alleged bullying will be taken seriously, recorded on Engage and thoroughly investigated. A copy of the report should be given to the Head of Phase, Deputy Head of Lower School and Head of Lower School, even if no further action is deemed necessary.

   The initial investigation will normally be carried out by the class teacher of the alleged victim, or for serious allegations, a Senior Manager should be involved from the start.

   Any incident of bullying that has been dealt with should be followed-up with both the victim and the bully, to ensure that it has not restarted. This should be done by the Head or Assistant Head of Phase and needs to be ongoing regularly at first and then intermittently afterwards.

ACTION TO BE TAKEN WHEN BULLYING IS FOUND TO HAVE OCCURRED

8. The action taken will be dependent on the outcome of the investigation but will involve both the Victim and the Bully and will be different for each. It may involve applying sanctions against individual pupils that must be consistent with the School's Behaviour Policy and / or whole class activities such as Circle Time, Discussions, Role Play or Problem solving.

9. Actions involving the Bully:

   - The bully will be supported to recognise, own and reflect on their behaviours and its effects.
   - The bully will be supported and advised to help change behaviour.
   - The bully will be supported to actively make amends for their actions.
   - The bully's parents will be involved.
   - Appropriate sanctions will be applied and recorded.
   - The bully may be allocated a Peer Mentor, Learning Mentor and/or be referred a counsellor.

10. Actions involving the Victim:

   - The victim will be supported with strategies for how to deal with unwanted behaviours.
   - The victim will be protected (if necessary) in order to ensure their safety.
   - The victim's parents will be involved.
   - The victim may be allocated a Peer Mentor or Learning Mentor.
   - The victim may be referred to the school counsellor.

NB: This policy is to be read in conjunction with the Behaviour Policy

Appendix 1 (Anti-bullying Policy)

WHAT ARE THE DIFFERENT TYPES OF BULLYING?

Bullying can take many forms but it usually includes the following types of behaviour.

PHYSICAL

Hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute physical bullying.

VERBAL

Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks.

INDIRECT

Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive mail, and email and text messages (cyber bullying).

CYBER

Any type of bullying that is carried out by electronic means. There are at least seven types including:

- Text message bullying
- Picture/video clip bullying via mobile phone cameras
- Phone call bullying via mobile phones
- E-mail bullying
- Chat-room bullying
- Bullying through instant messaging (IM)
- Bullying via websites and social media

FURTHER INFORMATION ABOUT SPECIFIC TYPES OF BULLYING

BULLYING RELATED TO RACE, RELIGION OR CULTURE

A high proportion of bullied students have experienced racist or faith-based bullying. When black and ethnic minority children experience bullying it is more likely to be severe bullying.

BULLYING RELATED TO SEN OR DISABILITIES

Children with SEN and disabilities are more at risk of bullying than their peers. Children with SEN do not always have the levels of social confidence and competence, and the robust friendship bonds, that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, we apply the same standards of behaviour as we would to the rest of the school community.

BULLYING RELATED TO APPEARANCE OR HEALTH CONDITIONS

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying.

BULLYING RELATED TO SEXUAL ORIENTATION

Evidence of homophobic bullying suggests that children who are gay (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other types of bullying. A student may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to.

SEXIST OR SEXUAL BULLYING

Sexist and sexual bullying affects boys as well as girls. Boys may be the victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Students identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can also be targeted by bullies.

Appendix 2 (Anti-bullying Policy)

CYBER-BULLYING

Cyberbullying includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can be used to bully for the same reasons as other forms of bullying e.g. race, sexuality, disability etc.

Though the evidence base is narrow, UK studies indicate that around twenty per cent of children have suffered cyberbullying. There is some evidence of a strong transition in cyberbullying: those who have been bullied can go on to do the bullying themselves.

A. KEY ADICE TO PARENTS ON CYBER-BULLYING

When a child is the target of cyberbullying, bullying via mobile phone or the internet, they can feel alone and very misunderstood. It is therefore vital that, as a parent or carer, you know how to support your child if they are caught up in cyberbullying. Hopefully, this short guide will help you.

PREVENT CYBER-BULLYING

WHERE TO START

The best way to deal with cyberbullying is to prevent it happening in the first place. Although it may be uncomfortable to accept, you should be aware that your child may as likely cyberbully as be a target of cyberbullying, and that sometimes children get caught up in cyberbullying simply by not thinking about the consequences of what they are doing. It is therefore crucial that you talk with your child, and understand the ways in which they are using the internet and their mobile phone. In this guide there is an anti-cyberbullying code which contains eight key messages for children, which you may find a helpful starting point for a discussion with them about issues.

USE THE TOOLS

Most software and services on the internet have in-built safety features. Knowing how to use them can prevent unwanted contact. For example, IM services such as Whatsapp have features which allow users to block others on their contact list, and conversations can be saved on most IM services or screen shots can be taken. Social-networking sites such as Facebook also have tools available, e.g. young people can keep their profile set to 'private' so that only approved friends can see it.

RESPONDING TO CYBER-BULLYING

It is vital that you have strategies to help your child if they come to you saying that they are being cyberbullied.

THE ANTI-CYBERBULLYING CODE

Start by teaching your children the eight key messages in the anti-cyberbullying code (see **item B**). This includes advice on not replying or retaliating to cyberbullying, as well as not assisting a cyberbully by forwarding a message, even as a joke.

KEEP THE EVIDENCE

Keeping the evidence of cyberbullying is helpful when reporting an incident and may help in identifying the bully. This means keeping copies of offending emails, text messages or online conversations.

REPORTING CYBER-BULLYING

There are a number of organisations that can help you if you need to report incidents of cyberbullying:

The school: if the incident involves a student, or students, at your child's school, then it is important to let the school know who can work with you to end the bullying. They have measures in place to support the person being bullied and to apply disciplinary sanctions to the student doing the bullying.

The provider of the service: most service providers have complaints and abuse policies, and it is important to report the incident to the provider of the service, i.e. the mobile-phone operator (e.g. AIS or True), the IM provider (e.g. Line or Whatsapp), or the social-network provider (e.g. Facebook or Instagram). Most responsible service providers will have a 'Report Abuse' or a nuisance call bureau, and these can provide information and advice on how to help your child.

The police: if the cyberbullying is serious and a potential criminal offence has been committed you should consider contacting the police. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, and any evidence of sexual exploitation, e.g. grooming, distribution of sexual images, or inappropriate sexual contact or behaviour.

B. KEY ADVICE TO CHILDREN AND YOUNG PEOPLE ON CYBER-BULLYING

ANTI-CYBERBULLYING CODE

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you eight important tips to protect yourself and your friends from getting caught up in cyberbullying, and advice on to how to report it when it does happen.

1. ALWAYS RESPECT OTHERS

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyberbullying yourself. You could also be breaking the law.

2. THINK BEFORE YOU SEND

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

3. TREAT YOUR PASSWORD LIKE YOUR TOOTHBRUSH

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

4. SET HIGH STANDARDS

Make sure your settings for social network sites are secure allowing only limited access to your friends. Do not "friend" anyone you do not know in person.

5. BLOCK THE BULLY

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

6. DO NOT RETALIATE OR REPLY

Replying to bullying messages, particularly in anger, is just what the bully wants.

7. SAVE THE EVIDENCE

Keep records of offending messages, pictures or online conversations, use screen shots (print screen) to capture them. These will help you demonstrate to others what is happening and can be used by the school, internet service provider, mobile phone company, or even the police to investigate the cyberbullying.

8. MAKE SURE YOU TELL

You have a right not to be harassed and bullied online.

Tell your parents who can help you to report it to the right place.

Tell your school. Your teacher or counsellor at your school can support you and can discipline the person bullying you.

Finally, don't just stand there. If you see cyberbullying going on, support the victim, take screenshots of what you have seen and report the bullying to a teacher. How would you feel if no one stood up for you?

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│  Victim  │ ─────▶ │   Bullying   │
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                    ┌──────────────┐
                    │ CT/HoP/DHoLS │
                    │    /HoLS      │
                    └──────────────┘
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                    ┌──────────────┐
                    │ Investigate  │
                    └──────────────┘
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                    ┌──────────────┐
                    │Discuss support│
                    │ & sanctions  │
                    └──────────────┘
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                    ┌──────────────┐
                    │Record on Engage│
                    │ HoP/DHLS/HoLS │
                    └──────────────┘
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         │   Victim    │    │    Bully    │
         │Support/peer │    │Support/     │
         │mentor/      │    │sanctions/   │
         │learning     │    │peer mentor/ │
         │mentor/      │    │learning     │
         │counselling  │    │mentor/      │
         │             │    │counselling  │
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             │  Follow up   │
             │  meetings &  │
             │   monitor    │
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