Anti-Bullying Policy

This policy should be read in conjunction with the school's policies on Safeguarding, Equal Opportunities, Behaviour, Discipline, Exclusion, Expulsion, Removal and Review, Social Media and Internet Usage, ICT Security Guidelines, Taking and storing images of children policy, Mobile Phone Usage Policy and our PSHE schemes of work and Spiritual, Moral, Social and Cultural development of pupils

As a seat of learning we respect the supreme dignity of each individual and so challenge any form of bullying, as this denies a right to which we are all entitled. St Edward's Prep, as all educational establishments, must create an atmosphere in which every student has a sense of involvement and in which he can develop as a young person of integrity, social conscience and courage and without any form of prejudice that may jeopardise the learning and enjoyment throughout any aspect of school life.

Anti-Bullying Policy Statement.

The aim of the St Edward's Prep Anti-Bullying Policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including the Wishford board members, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

This policy is available on the school website, and electronic shared staff area and by request from SLT.

This anti-bullying document has taken into regard significant requirements to the relevant legislation and current DfE Guidance – Preventing and Tackling Bullying (October 2014).

The School strives to be a community in which everybody feels valued and safe and within which individual differences are accepted, tolerated and regarded positively. Every student has the 'RIGHT' to enjoy school. Bullying issues form a key part of the School's PSHE programme. The School promotes a culture in which students are not afraid to report bullying.

Bullying may become a safeguarding issue if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm and if on referral to Practitioners Guide to Threshold Criteria (see Annex D) it is deemed that further action is required. The LADO and the Headmaster/DSL will decide in these circumstances what further steps should be taken. This could involve informing parents and calling the police.

At St Edward's Prep everybody has the right:

- To be valued
- To feel safe

- To learn
- To be respected

They also have the following responsibilities:

- To respect self
- To respect others
- To respect the environment
- To use common sense

It is an individual's right and responsibility to take a stand on bullying, whether the victim is yourself or somebody else.

What is bullying?

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and intentionally hurts another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice against particular groups, on grounds of race, religion, culture, sex, gender, homophobia, SEND or because a child is adopted or is a carer- it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email). Examples of unacceptable behaviour include,

- Physical (including sexual) assault.
- verbal abuse, by name calling, teasing or making offensive remarks.
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail.
- indirect emotional tormenting by excluding from social groups or spreading malicious rumours.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair colour or body shape) or any reference to Special Educational Needs.

Bullying is any persistent behaviour which hurts, injures, threatens or frightens. It takes many forms but includes:

- Picking on somebody
- Physical violence; punching, hitting and pushing
- Mocking, ridiculing or tormenting somebody
- Offensive, racist name calling or using any obviously hurtful names.
- Sexist remarks
- Gossiping and spreading rumours
- Exclusion, deliberately ignoring someone and encouraging others to do the same.
- Insulting someone
- Threatening behaviour
- Taking and damaging property
- Offensive telephone calls, emails and text messages to others.
- Inappropriate use of social networking and messaging websites where harm is intended to others.

Bullying is the abuse of power, uninvited aggression and behaviour which offends. The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying may become a safeguarding issue if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm and if on referral to Practitioners Guide to Threshold Criteria (see Annex D) it is deemed that further action is required. The LADO and the Headmaster/DSL will decide in these circumstances what further steps should be taken. This could involve informing parents and calling the police.

Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. It can cause psychological damage and at worst, bullying has been a factor in pupil suicide.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All pupils deserve the opportunity to be helper to understand what acceptable behaviour is. Pupils are educated through PSHE, assemblies, stories, literature, discussion, video clips and drama to raise awareness, with discussions of differences between people and the importance of avoiding prejudice-based language.

Different disciplinary sanctions will be used to reflect the seriousness of an incident and convey a deterrent effect. In cases of severe and persistent bullying strong sanctions such as exclusion may be necessary. There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed they should seek assistance from SMT and the Headmaster will decide if outside agencies such as CAMs or the police need to be involved.

What to look for

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.
All members of staff must be alert to the signs of bullying; legal responsibilities are known and community members should act promptly and firmly against it, in accordance with School policy.

What to do

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise:

Pupils: If you are the victim

1. If you feel able to, confront the bully by verbally making him aware that you think that what he is doing is wrong.

2. Share your feelings with someone else:

If possible talk to a member of Staff, your Tutor, your parents/guardians about the incident

You may have a particular teacher they feel most comfortable talking to.

Use the 'chatter box' leave a message and Miss Elwood will speak to you or arrange a chat with the adult you wish to share your feelings with.

If you would rather not go straight to a member of staff, talk to your friends; or any trusted adult. They may well be able to advise on an appropriate course of action, or will be able to involve other people who

can. This information is available in the Anti-Bullying pamphlet given out in tutor groups at the beginning of the school year (see end of policy document).

There are also people outside the School who would be willing to help. These phone numbers of helplines are in your Prep diary.

Childline: 0800 1111

Samaritans: 08457 90 90 90

KidScape: 020 7730 3300

Miss Elwood has a 'listening ear role' and can be contacted by emailing j.elwood@stedwardsprep.com

Jonathan Parsons is our Deputy Head who looks after pastoral concerns and can be contacted by emailing jonathan.parsons@stedwardsprep.com

Who can you turn to if you are bullied?

- Your parents
- Your close friends
- Your Form Tutor
- Miss Elwood and 'the chatter box'
- The Deputy Head/Headmaster
- Any teacher in whom you feel you have a relationship of trust
- Office staff

What can you yourself do if you are bullied?

- Tell the bully to stop. Make it clear that the behaviour is unwelcome and hurtful
- Seek help. Talk to someone you trust
- Report it. St Edward's Prep does not tolerate bullying. Trust the school to deal with any incident in the appropriate manner.

What should you do if you know someone else is being bullied?

- Care enough to take action, whether you are personally involved or not.
- Intervene at an early stage so that the problem is dealt with before it gets out of hand.
- Have the courage to report it.

Procedure if a pupil should witnesses bullying behaviour

1. Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
2. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.
3. Accompany the victim to a trusted adult, or suggest that you see their Tutor on their behalf.

Procedure for members of Staff should you witness an incident of bullying or it is reported to you

1. Reassure and support the pupils involved.
2. Advise them that you are required to pass details on to the relevant member of the pastoral team. (Form Tutor, Pre-prep class teacher, Deputy Head, Miss Elwood).

3. Inform an appropriate member of the pastoral team (Form Tutor, Pre-Prep class teacher, Deputy Head, Miss Elwood) as soon as possible

All incidents of reported bullying should be recorded and staff involved must ensure that the Deputy Head is informed. She will keep a central log of all complaints or incidences of bullying and record the way in which they were dealt.

What can you do to prevent bullying?

- Respect yourself and others
- Try to create a relaxed atmosphere in school for everybody.
- Do not follow friends when you disagree with what they are doing.
- Learn to be tolerant and broad minded and to rejoice in individual differences.
- Be aware of the school's anti bullying policy and give it your full support.
- Sometimes bullies exclude people. If you are popular and have a positive peer group, include the victim in your activities.

What assurances can the school provide on bullying?

- We expect a high standard of behaviour at all times.
- We aim to provide a safe and caring environment for everybody.
- We have a policy for detecting, preventing and dealing with bullying.
- We cover bullying issues in our PSHE programme.
- We have a pastoral care system that provides genuine support to students.

What assurances can the teachers provide on bullying?

- If you have been bullied you are not to blame.
- Nobody deserves to be bullied.
- Everyone is entitled to enjoy school.
- Staying silent solves nothing.
- We are here to help!

How can parents help?

- Show a real interest in your child's social life and in school events.
- Encourage your child to have friends round, to join clubs and to be tolerant and broad minded towards others.
- Build up your child's self-esteem by emphasising positive features and accepting individual characteristics.
- Discuss the school's anti-bullying policy with your child and suggest positive strategies if his rights are abused.
- Do not tell your child that bullying is part of growing up or imply that it is in any way acceptable.
- Encourage your child to take action on bullying, but do not tell him to retaliate either physically or with name calling.
- Show an example by being firm but positive and not aggressive in your approach to discipline.
- Confront the possibility that your child may be a bully. If the school contacts you suggesting that your child may have been involved in bullying, try not to go on the defensive or to find excuses for the bullying behaviour. Work constructively with the school to find a solution to the problem.

- If your child is being bullied, please report it; the school can then take action.

Signs that a student is being bullied for parents

- Unwillingness to go to school.
- Frequent illnesses such as headaches and sore throats.
- Falling away in their academic progress.
- Damaged uniform and regular loss of personal items.
- Loss of confidence and sudden, unexpected mood swings.
- Sudden, prolonged periods of quietness.
- Anonymous telephone calls
- Nightmares
- Unwillingness to socialise, tendency to want to be alone.

The Process: What will happen?

The victim will be interviewed by their Form Tutor on their own or deputy head, the situation will be discussed and if appropriate they pupils will be asked to write account of events which will logged in the bullying log. The process for dealing with bullying will be explained clearly to them. The victim is also given the opportunity to discuss his own reactions and behaviour towards the bully. The victim is given support and advice and speaking with Miss Elwood is suggested if deemed appropriate.

If the tutor/deputy head ascertains that a bullying offence has been committed, the bully and any others involved will be interviewed individually and a record will be made in the bullying log . The process for dealing with bullying will be explained clearly to them.

The Deputy Head will be informed of the bullying incident. The Deputy Head will decide on an appropriate course of action through discussion with the head and according to the school behaviour and sanctions policy.

In serious cases, and when it is clear that the bully consistently endangers the welfare of fellow members of the school community, the bully may be either temporarily or permanently excluded from St Edward's Prep.

In very serious cases it may also be necessary to make a report to the Police or Social Services. However, it is the policy of the School to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

PREVENTATIVE MEASURES

We take the following preventative measures:

- We use appropriate Assemblies to explain the school policy on bullying. Our pupil profile, PSHEE and Themes of investigation are all structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- All lessons reinforce moral and spiritual values through the pupil profile and attitudes to learning and staff show bullying to be unacceptable, and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.

- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour. This training is reviewed regularly in staff meetings and during INSET sessions.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- When pupils are off site representing the school at sports fixtures/tournaments they are expected to demonstrate the St. Edward's pupil profile and adhere to the behaviour policy at all times.
- The School will raise awareness of the staff through training and take action to reduce the risk of bullying at the times and places where it is most likely to occur.
- The key points from this policy will be prominently displayed and will be discussed with pupils during Tutor-led PSHE sessions.
- Pupil profile diagrams are displayed in every classroom, so that all staff are consistent with their dealings of negative, disruptive and bullying behaviour.
- Anti-bullying will feature as a discussion point for Student committees and feedback will be taken to School Council. It will be revisited as necessary during PSHEE and Themes of investigation to all years and reinforced in other areas of the curriculum as the opportunities present themselves e.g. drama, physical education.
- Opportunities will also be sought to allow parents to contribute to the School's actions to prevent bullying.
- Annual pupil surveys will be used to identify pupils attitudes to school and those that indicate any negative feelings will be followed up.
- Incidents of reported bullying will be followed up by Tutors, including those in the EYFS setting, Pre-Prep and Prep, to monitor that the problem has been resolved.
- The record of bullying offences will be reviewed by the SLT regularly during staff meetings and at assessment reviews meetings to watch for patterns and check that the policy is effective.
- There are many events and assemblies over the course of the year which promote excellent social conduct and treating people with respect.
- There is an annual 'Anti-Bullying Week' where assemblies, circle time and Tutor times are based on ensuring that our stance on bullying is clear and children can be reminded what the term bullying means and how we can all prevent it and support those who feel personally involved.
- We celebrate our wonderful range of diverse cultures through enrichment activities such as 'Chinese New Year feasts' 'Diwali celebrations' and a curriculum focussed on celebrating culture and international mindedness.
- Key rewards are reported in Updates and Newsletters to parents.
- Pupils receive Headmaster's Awards for demonstrating pupil profile characteristics and exemplary attitudes to learning and excellent work.
- The Pre-Prep have a weekly reward assembly which encompasses a range of behaviour incentives and promotes virtuous social conduct and quality friendships.
- Good work is rewarded with housepoints, inappropriate behaviour receive appropriate consequences including loss of personal time, parental involvement, behaviour monitoring cards or behaviour plans (See behaviour policy)

Support and Counselling
Support for the bully and victim takes place in the following ways;

- Individual and group discussion
- Mentoring (by staff and peers)

- Allowing students who bully to take on roles of responsibility in the school
- Regular reviews post incident
- Rewards for behaviour change (assessed on an individual basis)
- ELSA support from JE

What is Cyber-bullying?

Cyberbullying is *"the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else"* (See 'Definition & Legal Guidelines Document' – attached at the conclusion of the ABP 2013).

Given the particular nature of this form of bullying and the fact that the victim and bully do not have to be in close proximity for the bullying to take place, tackling cyber-bullying can present particular challenges.

- Its scale and the scope of its impact can be greater
- The act of bullying can be remote, that is perpetrator and victim are physically separate
- The cyber-bully has a long reach and can easily carry out 'cyber-stalking'
- The bullying can be more intense – 24/7
- Defamatory material can be easily published to a wide audience.

The particular forms of cyber-bullying can include any of the following:

- Harassment or cyber-stalking
- Defamation or vilification
- Impersonation
- Unauthorised publication of private images
- Manipulation
- Peer rejection

Technology allows the user to bully anonymously or from an unknown location, twenty-four hours a day, seven days a week. Cyber-bullying leaves no physical scars so it is less evident to a parent or teacher, but it is nevertheless highly intrusive and the hurt it causes can be very severe.
There are many different methods by which cyber-bullying takes place. The following list is not exhaustive; while the development of information and communications technology is so rapid new styles of cyber-bullying are emerging constantly. Moreover, young people are particularly adept at adapting to new technology.

1. **Text messages**: messages that are threatening or cause discomfort, including 'bluejacking' (the sending of messages over short distances using Bluetooth wireless technology).

2. **Picture/video clips via mobile phone cameras**: images sent to others to make the victim feel threatened or embarrassed.

3. **Mobile phone calls**: silent calls or abusive messages; stealing a victim's phone and using it to harass others, making them believe that the victim is responsible.

4. **Emails**: threatening or bullying emails often sent using a pseudonym or somebody else's name.

5. **Chat Room Bullying**: menacing or upsetting responses to children or young people when they are in a web-based chat room.

6. **Instant messaging (IM)**: unpleasant messages sent while children conduct real time conversations online using services such as MSM or Yahoo Chat.

7. **Bullying via websites:** use of defamatory blogs (web logs), personal websites and online personal 'own web space' such as Bebo and Myspace, or sites such as Twitter.
E-safety courses are built into 'Enrichment Day' programmes and it is hoped to invite a leading UK based expert to school to address students, parents and teachers.

The School's Expectations
Cyberbullying throws up many challenges for schools in a world which is increasingly digital. The school has clear expectations in respect of the use of information and communication technology and will tackle incidents of cyberbullying in order to prevent them escalating and causing serious damage to individual, the broader school community and the school's reputation.
All pupils are expected to adhere to the following expectations.

1. Pupils must not use information and communication technology, both inside and outside school, to engage in any activity that is intended deliberately to upset another person, to bully or defame.

2. Pupils should not participate in activities as 'bystanders' or accessories such as taking part in online polls or discussion groups where individuals are the object of defamation or vilification.

3. Any pupil engaging in cyberbullying in any of its forms, whether or not the behaviour takes place on the school premises, can expect to be subject to the school's full range of disciplinary sanctions. This may include permanent exclusion from the school.

4. All pupils are expected to collaborate fully in any enquiry the school may need to conduct relating to a pupil's use of ICT both in and out of school, including permission for data disclosure from third parties such as telephone and internet service providers, where there is reasonable belief that cyberbullying has taken place and that this will assist in bringing an end to such activity.

It is equally important that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. 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.

Parents Briefing Evenings have been held to offer support to parents on how to help their children engage safely and responsibly with social media, advice in a school newsletters have been written with signposting to other sources of support and advice. St. Edward's tries to create a good school- parent relationship to help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the school. Teacher's school email addresses are attached to every school update.

It is not acceptable for pupils, parents or colleagues to denigrate and bully school staff or pupils via social media in the same way that it is unacceptable to do so face to face. At St. Edward's we encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.

School staff

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. This advice is taken from DfE Cyberbullying: Advice for head teachers and school staff 2013

Staff must:

- Ensure they understand our school's policies on the use of social media and are advised to read Childnet's 'Using Technology' guide on what to be aware of.

- Should not leave a computer or any other device logged in when you are away from their desk or classroom/office.

- Enabling a PIN or passcode is an important step to protect you from losing personal data and images (or having them copied and shared) from your mobile phone or device if it is lost, stolen, or accessed by pupils.

- Familiarise yourself with the privacy and security settings of the social media and apps you use and ensure they are kept up to date. Advice can be found on the Safer internet advice and resources for parents and carers.

- It is a good idea to keep a check on your online presence – for example by typing your name into a search engine. If there is negative content online it is much easier to deal with this as soon as it appears. The UK Safer Internet Centres Reputation minisite has more information on this.

- Be aware that your reputation could be harmed by what others share about you online, such as friends tagging you in inappropriate posts, photographs, or videos.

- Consider your own conduct online; certain behaviour could breach your employment code of conduct.

- Discuss these same issues with close family, friends and colleagues, as you could become a target if they do not have security and privacy settings in place.

- Do not accept friend requests from pupils past or present. If you feel this is necessary, you should first seek guidance from a senior manager. Be aware that your social media friends may also be friends with pupils and their family members and therefore could read your post if you do not have appropriate privacy settings.

- Do not give out personal contact details – if pupils need to contact you with regard to homework or exams, always use your school's contact details. On school trips, staff should have a school mobile phone rather than having to rely on their own.

- Use your St Edward's email address for school business and personal email address for your private life; do not mix the two. This includes file sharing sites; for example Dropbox and YouTube.

- You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff. Save evidence of the abuse; take screen prints of messages or web pages and record the time and date. Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures. Where the

perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments. If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre. If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime. Staff should seek support from the senior management team, and their union representative if they are a member.

The Professional Online Safety Helpline is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example cyberbullying or sexting issues. The Safer Internet Centre has developed strategic partnerships with the key players in the internet industry. When appropriate, this enables the Professional helpline to seek resolution directly with the policy and safety teams at Facebook, Twitter, YouTube, Google, Tumblr, Ask.FM, Rate My Teacher and more.

Kidscape has also produced best practice advice and guidelines for professionals. The Diana Award also runs a whole school Anti-Bullying Programme, information and good practice can be found at www.antibullyingpro.com.

Useful resources:

The Parent Zone has established a training programme designed to enable schools and professionals working with parents to deliver their own sessions on internet safety. They also provide innovative resources for schools to help and support parents, particularly around e-safety. Facebook has produced Empowering Educators support sheet specifically for teachers and launched the Bullying Prevention Hub with Yale's Centre for Emotional Intelligence.

We are absolutely confident that the vast majority of boys at St. Edward's will agree with our sentiments on Bullying. It is our intention to identify and take action against those who do not.

Useful Resources

MindEd is a free online training tool for school staff to learn more about children and adolescent's mental health problems. It provides simple, clear guidance on mental health and include information on identifying, understanding and supporting children who are bullied.

The following organisations provide support for schools and parents dealing with specific bullying issues and the social, mental or emotional affects caused by bullying.

Kidscape

The Diana Award

The Anti-Bullying Alliance

Childline

NSPCC

Young Minds

Family Lives

The Anti-Bullying Alliance's a fact sheet outlines the range of support that is available to schools and young people from the anti-bullying sector which can be accessed through:

www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/

References
DfE Preventing and Tackling Bullying 2013/4

Children's Act 1989

Equality Act 2010

Malicious Communications Act 1988

DCSF Safe to Learn, Embedding anti-bullying work in schools.

DfE Guidance – Preventing and Tackling Bullying: School support for children and young people who are bullied; Advice for schools, Cyberbullying: Advice for headteachers and school staff,

Signed:

Headmaster   Proprietor

Date: December 2019   Review date: December 2021

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE

If you are bullied:-

DO:-

- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Talk to a friend.
- TELL SOMEONE.

DON'T:-

- Blame yourself. It is not your fault.
- Do what they say.
- Get angry or look upset.
- Hit them.
- Hide it.

What should I do if I see someone else is being bullied?

- Don't walk away and ignore the bullying
- Let the bully know what is happening
- Tell the bully to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening

All of us will work together to:-

- Make our school a place where everyone can feel safe and happy - That means no bullying allowed.
- We will help everyone to get on with each other and we believe that everyone has the right to be who they are.

ST EDWARD'S PREP
A WISHFORD SCHOOL

Working collaboratively to care for each other and stop bullying

What is Bullying?

A bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person.

Bullying Can be......

Emotional: Hurting people's feelings or leaving you out.

Physical: Punching, kicking, spitting hitting, pushing.

Verbal: Being teased or name calling.

Racist: Calling you racist names.

Online: Saying unkind things by text, e-mail, Facebook, Messenger, WhatsApp, Snapchat, Instagram, Twitter or any other online app including games.

When is it bullying?

Several

Times

On

Purpose

1 – There is a problem

2 – There is an ongoing problem

3 – There is bullying

We promise to always treat bullying seriously.

Who can I tell?

A Friend

Mum/Dad

Teachers

School Secretary

Any Other Adult

MOST IMPORTANTLY:-

If you are being bullied:

Start Telling Other People!