



## **ANTI-BULLYING POLICY**

Member of staff responsible: M.Hardy

Last reviewed: 3rd November 2019

Headmistress:

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Chair of Governors:

## **Contents**

- 1 Statement and aims
- 2 Scope and application
- 3 Regulatory framework
- 4 Definitions
- 5 Responsibility statement and allocation of tasks
- 6 Publication and availability
- 7 Bullying
- 8 Proactive anti-bullying
- 9 Online Safety
- 10 Reporting concerns
- 11 Procedure and response to concerns
- 12 Training
- 13 Record keeping

### **Appendix**

- Appendix 1 Cyberbullying: guidance for pupils
- Appendix 2 Acceptable Use documents
- Appendix 3 Guidance on differentiating between bullying and unkindness
- Appendix 4 Bullying Incident Pro forma

## **1. Statement and Aims**

1.1 This is the anti-bullying policy of Westbury House School. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at the school.

1.2 The aims of this policy are:

1.2.1 to actively promote and safeguard the welfare of pupils at the school

1.2.2 to prevent bullying and maintain a positive and supportive culture among all pupils and staff throughout the school.

1.2.3 to detect bullying when it occurs, de-escalating and stopping any continuation of harmful behaviour

1.2.4 to react to bullying incidents in a reasonable, proportionate and consistent way on a case-by-case basis

1.2.5 to provide procedures to follow to disclose, monitor, react to and record bullying, and to enable patterns to be identified

## **2. Scope and Application**

2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

2.2 This policy applies at all times when the pupil is:

2.2.1 in or at school;

2.2.2 representing the school or wearing school uniform;

2.2.3 travelling to or from school;

2.2.4 on school-organised trips;

2.2.5 associated with the school at any time;

2.2.6 in the care of the school or not and the school becomes aware of an incident of bullying.

2.3 This policy will also apply to pupils at all times and places in circumstances where failing to apply this policy may:

2.3.1 affect the health, safety or well-being of a member of the school community or a member of the public;

2.3.2 have repercussions for the orderly running of the school; or

2.3.3 bring the school into disrepute.

### **3 Regulatory framework**

3.1 This policy has been prepared to meet the school's responsibilities under:

- Education (Independent School Standards) Regulations 2014;
- Statutory framework for the Early Years Foundation Stage (DfE, March 2017);
- Education and Skills Act 2008;
- Childcare Act 2006;
- Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
- Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017);
- Cyberbullying: advice for headteachers and school staff (DfE, November 2014);
- Working together to safeguard children (DfE, July 2018)
- Keeping children safe in education (DfE, September 2018);
- Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018); and
- Searching, screening and confiscation: advice for schools (DfE, January 2018).

3.3 The following school policies, procedures and resource materials are relevant to this policy:

- Behaviour Management Policy;
- Exclusions Policy
- Educational Visits Risk Assessment Policy
- Acceptable Use Agreements for Pupils and Staff
- Safeguarding and Child Protection Policy
- Complaints Policy
- SEN Policy

#### 4 Definitions

4.1 Where the following words or phrases are used in this policy:

4.1.1 References to the **Head may** include deputy or assistant head

4.1.2 References to **Parent/s** includes one or both parents, a legal guardian or education guardian.

#### 5 Responsibility statement and allocation of tasks

5.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

5.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

| <b>Task</b>   | <b>Allocated to</b>    | <b>When / frequency of review</b>  |
|---|------------------------|------------------------------------|
| Keeping the policy up to date and compliant with the law and best practice  | M Hardy                | As required, and at least annually |
| Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness      | M Hardy                | As required, and at least annually |
| Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR        | C King                 | As required                        |
| Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy | C King/Leadership Team | As required, and at least annually |
| Day-to-day responsibility for Online Safety   | T.Wood                 | As required                        |
| Formal annual review  | Proprietor – A Metha   | Annually                           |

## 6 Publication and availability

6.1 This policy is published on the school website.

6.2 This policy is available in hard copy on request.

6.3 A copy of the policy is available for inspection from reception during school hours.

6.4 This policy can be made available in large print.

## 7 Bullying

7.1 Bullying is defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in fear, pain, loss of self-confidence, confusion and distress.

“Any behaviour which is the illegitimate use of power in order to hurt others is bullying behaviour”  
- Action Against Bullying, Johnstone, Munn & Edwards

7.2 Bullying may take any or all of the following forms:

7.2.1 **Physical:** hitting, kicking, pushing people around, spitting, or taking, damaging or hiding possessions

7.2.2 **Verbal:** name-calling, taunting, teasing, insulting or demanding money

7.2.3 **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group

7.2.4 **General unkindness:** spreading rumours or writing unkind notes, mobile phone texts or emails;

7.2.5 **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time

7.2.6 **Cyberbullying:** bullying that involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. Particularly intrusive, harmful and often faceless, it can involve social networking sites, games, emails and mobile phones used for text messages and as cameras. Westbury House School takes this area very seriously and issues very clear rules to pupils regarding the use of these technologies and the school's expectations of them to use such technologies responsibly and respectfully. Parents and pupils agree to acceptable use of ICT via the Westbury House ICT Acceptable Use Agreements (see Appendix 2) for pupils and the guidelines within that document are underlined regularly by way of reminders in lessons, online safety training and other assemblies. Additional information can be found at: [www.cyberbullying.org](http://www.cyberbullying.org)

See Appendix 1 to this policy for guidance for pupils about cyberbullying. The school's Acceptable Use Agreements (see appendix 2) for pupils sets out the school rules about the use of technology including mobile electronic devices.

7.2.7 **Harmful sexual behaviours:** includes sexual harassment and sexual violence:

(a) sexual harassment: unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

(i) sexual jokes or taunting;

(ii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;

(iii) online sexual harassment which may include non-consensual sharing of sexual images and videos (sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

(b) sexual violence: sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

7.3 Bullying may be general or based on individual traits. It may be:

7.3.1 **sexist**: related to a person's sex or gender reassignment;

7.3.2 **racist**, or regarding someone's **religion, belief or culture**;

7.3.3 related to a person's **sexual orientation** (homophobic bullying);

7.3.4 related to **pregnancy and maternity**;

7.3.5 related to a **person's home circumstances** – for example because a child is adopted or is a carer;

7.3.6 related to a **person's disability, special educational needs, learning difficulty, health or appearance**.

7.4 Bullying is always unacceptable and will not be dismissed as being normal or as "banter" or simply "part of growing up". Bullying will not be tolerated by the school because:

7.4.1 it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;

7.4.2 it interferes with a pupil's right to enjoy his / her learning and leisure time free from intimidation;

7.4.3 it is contrary to all our aims and values, our internal culture and the reputation of the school.

7.5 Westbury House School recognises that not every instance of unkindness constitutes bullying. While it is important to address all unkind behaviours, it is equally important to recognise that pupils are still learning to get along with others and it would be inappropriate – even harmful - to label pupils bullies without careful regard to the nature of their behaviour and interaction with others. Isolated incidents of teasing, for example, may not be bullying although sustained teasing would be bullying. See appendix 3 to this policy as a guidance to differentiating between bullying and unkindness.

7.6 A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

## 7.7 Signs and Symptoms of Bullying

Bullying may cause upset, extreme distress, and may encourage psychological damage, even suicide. Changes in behaviour which may indicate that a child may be being bullied at home or at school include:

- 7.7.1 diminished levels of self-confidence
- 7.7.2 appearing despondent, listless or unhappy
- 7.7.3 easily upset or irritable
- 7.7.4 loss of appetite
- 7.7.5 frequent visits to the sick room, complaining of stomach pains, headaches etc.
- 7.7.6 other pupils are observed to be sniggering or nudging one another when the pupil enters the room or answers a question
- 7.7.7 the bullied pupil may spend a lot of time alone or find him/herself left out of activities; it may get to the point where he/she is reluctant to take part in the first place.
- 7.7.8 unexplained cuts, bruises and injuries
- 7.7.9 displays of excessive anxiety or becoming unusually quiet and withdrawn
- 7.7.10 deterioration of work standards and concentration in class
- 7.7.11 work produced appears to be interfered with or spoilt by others
- 7.7.12 belongings such as books or bags are damaged or are missing
- 7.7.13 choosing the company of adults and avoiding contact with peers
- 7.7.14 difficulty in sleeping
- 7.7.15 unwillingness to come to school
- 7.7.16 bullying other children or siblings
- 7.7.17 afraid to use the internet or a mobile phone

**These signs and symptoms could indicate other problems and need to be thoroughly investigated but bullying should be considered as a possibility.**

## 7.8 Safeguarding

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Such behaviour may include bullying (including cyberbullying), causing physical harm, initiation / hazing type violence and rituals, sexting or any form of sexual harassment or violence. This will always be the case where sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the School's policy on sexting as set out in the school's Safeguarding and Child Protection Policy and Procedures. It would be an expectation that in the event of disclosures about pupil on pupil abuse, all children involved whether perpetrator or victim are treated as being at risk. Where this is the case, the school should report their concerns to The Kingston and Richmond Safeguarding Children Partnership. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

*\*Please refer to the School's Safeguarding and Child Protection Policy*



## 8 Proactive anti-bullying

8.1 At Westbury House, we aim to create an environment which is secure and caring where all individuals treat one another with mutual respect. Whatever the circumstances, it is everyone's responsibility to ensure that no-one becomes a victim of bullying.

8.2 The Proprietor has overall responsibility for promoting and safeguarding the welfare of pupils at the School, ensuring that those in leadership and management positions actively promote pupil well-being. This includes ensuring that policies and procedures are in place and implemented effectively to:

- (a) minimise the risk of bullying at the school so that pupils and staff feel safe and secure;
- (b) intervene early in low-level disruption to prevent negative behaviours escalating;
- (c) deal swiftly with allegations and incidents of bullying at the school so that pupils and staff feel confident that all incidents will be dealt with appropriately;
- (d) consider incidences of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.

8.3 Our expectation of all members of the school community is that:

8.3.1 everyone will uphold the school rules and Westbury House Way;

8.3.2 a pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it in accordance with the terms of this policy;

8.3.3 a complaint of bullying will always be taken seriously;

8.3.4 no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

8.4 The school takes a proactive approach to preventing bullying through:

8.4.1 regular **assemblies** where pastoral/social issues are discussed and considered together

8.4.2 visits from **guest speakers** and **experts** in the field (eg: Google Online Safety Heroes presentation)

8.4.3 awareness raised through the curriculum in which **British Values and SMSC** are firmly embedded. A structured and developed **Character Education Programme** exists alongside the most relevant **RE** and **PSHE** lessons which further promote the development of an environment that is caring, supportive and promotes mutual respect.

8.4.4 Year 6 pupils appointed and trained to be **Peer Mentors** for younger years. They are taught about how to solve minor disputes using conflict strategies and how to offer solutions to disputes. Peer mentors are announced and introduced in assembly and their pictures displayed on notice board within the school so that they are recognised and known to other pupils.

8.4.5 the playground's **Buddy Bench** serves as a safe space for those who find it difficult to directly approach a peer mentor or staff member. By seating themselves on the bench, pupils can discretely indicate their need for support.

8.4.6 the **Concerns Box** (which is unlocked and emptied daily) located in the front hall in which pupils can place written concerns without the need to directly speak to a teacher. Although encouraged to

add their names to aid intervention, pupils are aware that they can report anonymous concerns on behalf of both themselves and others

#### 8.4.7 An **annual Friendship Week every year in November**

#### 8.4.8 An **annual Anti-Bullying Week** every year in November

**8.4.8 Online safety is a key aspect of all areas of the curriculum.** Parents are informed about online safety issues and the school's strategies to safeguard pupils through correspondence and annual events held by the school to raise awareness.

8.4.9 Through the school's pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the school. They are encouraged:

- (a) to celebrate the effort and achievements of others;
- (b) to hold and promote positive attitudes and celebrate each other's differences;
- (c) to feel able to share problems with staff;
- (d) to turn to someone they trust, if they have a problem;
- (e) not to feel guilty about airing complaints;
- (f) to be kind, considerate and tolerant towards others;
- (g) to be aware of the impact their behaviour and prejudicial language can have on others;
- (h) to challenge their peers if they are unkind to others;
- (i) to use technology safely and securely and to be aware of the risks and impact of the use of technology on themselves and others.
- (j) to build their resilience to protect themselves and their peers through education and information

8.4.10 **form tutor personalised care** with Pastoral Head oversight. Teachers make opportunities to listen to pupils and act as their advocates, leading to an environment where pupils feel safe and able to disclose concerns to staff. Children have good relationships with their teachers and feel confident to share their personal experiences, which is something we actively encourage. This gives all pupils a secure space in which to share anything that bothers them.

8.4.11 Through their **training and experience**, members of staff and volunteers are expected to promote an anti-bullying culture by:

- (a) celebrating achievement;
- (b) anticipating problems and providing support;
- (c) adopting a proactive interactive approach to bullying by gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place;
- (d) the principles of the school policy are understood including the needs of pupils and their families with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and special educational needs;
- (e) knowing and understanding their legal responsibilities;
- (f) disciplining perpetrators fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil, taking into account the motivations and any underlying safety concerns of the perpetrator and providing support as appropriate;

8.4.12 Members of staff and volunteers are **always vigilant** but particularly:

- (a) at the start and end of the school day when pupils arrive and leave the site;
- (b) before lessons;
- (c) in school corridors;

(d) on school transport / school trips.

8.4.13 Pupil welfare and bullying is discussed in **weekly briefing meetings**. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying incidents. Teachers or support staff who do not attend the weekly meetings are required to inform the Head of any pupils or incidents of which the whole staff needs to be aware prior to the meeting. The minutes of each meeting are recorded and accessible to teachers and support staff.

8.4.14 Parents are invited to Parent forums e.g. year group parent representative meetings to discuss a range of issues, including bullying prevention. The school will take active measures to promote an anti-bullying culture and message to parents that bullying amongst pupils or towards staff will not be tolerated by the school.

8.5 The school recognises that children with special educational needs, disabilities and vulnerable characteristics can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs or symptoms. The school will consider extra pastoral support for these pupils, as required.

## 9. Online Safety

9.1 Westbury House School's **Online Safety policy** is embedded within the Anti-bullying policy and is intended to consider all current and relevant issues, in a whole school context, linking with other relevant policies, such as the Safeguarding and Child Protection, Behaviour Management and The Westbury House Social Media policies. The policy will also form part of the school's protection from legal challenge, relating to the use of ICT.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks. Online Safety encompasses not only Internet technologies but also electronic communications such as electronic devices and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology and provides safeguards and awareness for users to enable them to control their online experiences. The Internet is an open communications channel, available to all. Applications such as the Web, email, blogs and social networking all transmit information over the fibres of the Internet to many locations in the world at low cost. Anyone can send messages, discuss ideas and publish material with little restriction. These features of the Internet make it an invaluable resource used by millions of people every day. However, it needs to be used safely.

Much of the material on the Internet is published for an adult audience and some is unsuitable for pupils. In addition, there is information on weapons, crime, radicalisation, terrorism and religious extremism and racism that would be more restricted elsewhere. Pupils must also learn that publishing personal information could compromise their security. The aim of this policy is to ensure appropriate steps are taken to make the virtual world a safe one for all members of the school community.

The School will ensure that staff have appropriate training regarding online safety as per KCSIE September 2019. The growth of different electronic media in everyday life and an ever-developing

variety of devices including PCs, laptops, electronic devices, webcams etc. place an additional risk on our children. All should be aware of the dangers of sexting or putting children in danger. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex education. Protection is Prevention.

The issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

9.1.1 **content:** being exposed to illegal, inappropriate or harmful material

9.1.2 **contact:** being subjected to harmful online interaction with other users

9.1.3 **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

## 9.2 Principles of Online Safety

When thinking about the areas of risk, it is useful to remember the four Cs:

9.2.1 **Content** – exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, extremism, terror hate, intolerance and radical views) and illegal material (e.g. images of child abuse).

9.2.2 **Contact** – grooming using communication technologies leading to sexual assault and/or child prostitution, recruit or contact members of terrorist/extremist organisations

9.2.3 **Commerce** – exposure to inappropriate advertising, online gambling and financial scams.

9.2.4 **Culture** – bullying via websites, electronic devices or other communications technologies. The downloading of copyrighted materials, such as music and films may involve children in illegal activities or any other actions that contravene British values.

## 9.3 The DSL and leadership team have read **annex C regarding Online Safety within KCSIE 2019.**

9.3.1 The School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding

9.3.2 The School acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as electronic devices and other internet enabled devices and technology.

9.3.3 It is recognised that with the advancement of 4G that material can be accessed by pupils. Whilst some filters provided by the school will minimize the majority of inappropriate content it is recognized that not all can be accounted for. The teaching in lessons of PSHE and within the ICT curriculum and external bodies will emphasise what is deemed appropriate or not. Close monitoring of use of

electronic devices in-particular for younger pupils will be maintained. If it felt that children are in breach, measures will be put in place to ensure inappropriate content will not be downloaded and the school reserves the right of total confiscation. The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

9.3.4 The School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

9.3.5 Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection person should be informed immediately)

9.3.6 Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc.

9.3.7 Pupils should adhere to the school policy on electronic devices, which states that all items should be handed in morning registration. In the event of late arrivals, pupils should hand their electronic devices into the office.

9.4 Westbury House School's Online Safety Policy is **based on**:

9.4.1 Educating young people to be responsible users of ICT

9.4.2 Guided educational use

9.4.3 Regulation and control

9.4.4 Working in partnership with staff and parents

9.4.5 The DFE publication: Teaching online safety in schools (June 2019)

9.4.6 and Education for a connected world

9.4.7 Vulnerable Children in a Digital World - Internet Matters

9.5 Scope of the Policy

The Education and Inspections Act 2006 empowers Heads, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other On-Line Safety incidents covered by this policy, which may take place out of school, but is linked to pupil membership of the school.

9.6 Responsibility Statement and Allocation of Tasks

The day-to-day responsibility for online safety will be delegated to **the Online Safety Officer** (Head of Computing) to include:

9.6.1 a leading role in establishing and reviewing the school Online policies and documents

9.6.2 ensuring that all staff are aware of the procedures that need to be followed in the event of an

Online Safety incident taking place

9.6.3 providing training and advice for staff and parents/guardians

9.6.4 liaising with school ICT technical staff

9.6.5 receiving reports of Online Safety incidents and creates a log of incidents to inform future Online Safety developments

9.6.6 reporting regularly to the Leadership Team

The Head (Designated Safeguarding Lead) and Senior Leaders role within Online Safety:

9.6.7 The Head and Senior Leaders are responsible for ensuring the safety (including Online Safety) members of the school community, though the day to day responsibility for Online Safety will be delegated to the Online Safety Officer, Head of ICT

9.6.8 The Head and Senior Leaders are responsible for ensuring that the Online Safety Officer and other relevant staff receive suitable CPD to enable them to carry out their Online Safety roles and to train other colleagues, as relevant

9.6.9 The Head and Senior Leaders should consider carefully the content of safeguarding related lessons or activities (including online) in PSHE/Relationships Education, as they will be best placed to support any pupils who may be especially impacted by a lesson.

9.6.10 The Head and Senior Leaders will receive regular monitoring reports from the Online Safety Officer

9.6.11 In the event of a serious Online Safety allegation the Head (Safeguarding Officer) and Senior Leaders will ensure staff adhere to guidance laid out in the Safeguarding Policy

The RIKA representative who works for Westbury House School is responsible for ensuring:

9.6.12 that the school's ICT infrastructure is secure and is not open to misuse or malicious attack

9.6.13 that users may only access the school's networks through a properly enforced password protection policy, in which passwords are regularly changed

9.6.14 that the school's filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person

9.6.15 that they keep up to date with On-Line Safety technical information in order to effectively carry out their Online Safety role and to inform and update others as relevant that the use of the network / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Online Safety Officer for investigation

9.6.16 that monitoring software / systems are implemented and updated as agreed in school policies

9.6.17 that appropriate handover that is given in circumstances of staff change or termination of contract

**9.7 Staff and support staff**

9.7.1 Staff are responsible for using the school ICT systems in accordance with the Staff Acceptable Use Policy, which they will be expected to sign before being given access to the school systems. All temporary staff will be required to sign an AUP.

9.7.2 It is essential that all staff receive Online Safety training and understand their responsibilities, as outlined in this policy.

9.7.3 Training will be offered as follows: A planned programme of Online Safety training will be made available to staff via Educare

9.7.4 All new staff should receive Online Safety training as part of their induction programme, ensuring that they fully understand the school On-Line Safety policy and Acceptable Use Policies

9.7.5 The Online Safety officer will provide advice / guidance / training as required to individuals as required

## 9.8 Data Protection

9.8.1 Personal data will be recorded, processed, transferred and made available according to the GDPR May 2018 which states that personal data must be:

- (a) Fairly and lawfully processed
- (b) Processed for limited purposes
- (c) Adequate, relevant and not excessive
- (d) Accurate
- (e) Kept no longer than is necessary
- (f) Processed in accordance with the data subject's rights
- (g) Secure
- (h) Only transferred to others with adequate protection

9.8.2 **Staff** must ensure that they:

- (a) At all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse
- (b) Use personal data only on secure password protected computers and other devices, ensuring that they are properly "logged-off" at the end of any session in which they are using personal data

## 9.9 Pupils

Pupils are responsible for using the school ICT systems in accordance with the Pupils Acceptable Use Policy, which they will be expected to sign before being given access to the school systems.

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in On-Line Safety is therefore an essential part of the school's On-Line Safety provision. Children and young people need the help and support of the school to recognise and avoid On-Line Safety risks and build their resilience. It is important that we communicate with pupils in a safe and beneficial way, so that pupils remain respectfully cautious but not fearful.

9.9.1 On-Line Safety education will be provided in the following ways:

- (a) An Online Safety programme will be provided as part of ICT and PSHE, this will cover both the use of ICT and new technologies in school and outside school
- (b) Key Online Safety messages should be reinforced as part of a planned programme of assemblies and pastoral activities
- (c) Pupils will be taught how to evaluate what they see online so that and to be critically aware of the materials and content they access on-line and be guided to validate the accuracy and safety of information
- (d) Pupils will be taught how to recognise techniques used for persuasion by looking at false and misleading content
- (e) Staff and older pupils should act as good role models in their use of ICT, the internet and mobile devices
- (f) Pupils will also be taught how and when to seek support

### 9.10 Parents

Parents play a crucial role in ensuring that their children understand the need to use the internet and other electronic devices in an appropriate way. Research shows that many parents and carers do not fully understand the issues and are less experienced in the use of ICT than their children. The school will therefore offer the opportunity for Online Safety training at the beginning of each academic year. Regular Online Safety tips are included in the Head's Friday letter.

9.11.1 Parents and carers will be responsible for:

- (a) endorsing (by signature) the Pupil Acceptable Use Policy
- (b) reading the Anti-bullying policy (including On-Line Safety) which is published on the school website
- (c) attending Online Safety information evening organised by the school

In line with any other disciplinary incident parents will be informed of a breach of the school's bullying policy.

## 10. Reporting Concerns

10.1 A **pupil** who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways. He / She can:

10.1.1 tell his / her parents, class teacher, friend, peer mentor, use the concerns box or inform any member of staff or volunteer at the school or responsible older pupil;

10.1.2 Contact a member of the school safeguarding team

10.1.3 contact Childline (0800 1111).

10.2 **Parents** who are concerned that their child is being bullied should inform their child's teacher or member of the leadership team without delay.

10.3 A **member of staff or volunteer** who learns of alleged bullying behaviour should:

10.3.1 respond quickly and sensitively by offering advice, support and reassurance to the alleged victim



10.3.2 listen carefully and keep an open mind;

10.3.3 not ask leading questions;

10.3.4 reassure the child but not give a guarantee of confidentiality;

10.3.5 report the allegation to a member of the leadership team as soon as possible;

The Head or relevant senior leadership team member must contact the class teacher to agree on a strategy for dealing with the matter. If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's safeguarding and child protection policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.

10.4 This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, parents or other colleagues, is unacceptable. Staff members who are concerned about being bullied or harassed should report this to the Head. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

## **11 Procedure and Response to Concerns**

When bullying (physical, verbal, emotional or cyber - Appendix 1) has been observed or reported the following steps are taken by a senior member of staff. The senior member of staff and the class teacher will work together through the following stages. Stopping violence and ensuring immediate physical safety is always the school's first priority. Notes must be made at each stage to provide a record on the Safeguarding Register.

Westbury House School will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community. See below.

### **11.1 Investigation – fact finding**

- Interview with the victim to find out details of the incident, including who was involved, bystanders and how the victim was made to feel. (What happened? How did you feel? How do you think the other person felt? Why do you think they behaved this way?).
- Interview all individuals separately to understand the nature of the incident from different points of view. (What happened? How did you feel? How do you think the other person felt? Why do you think it happened?).
- Complete the Bullying Incident Pro forma or Behaviour Log (as appropriate) to record the investigation

Staff will need to judge the seriousness of behaviour, based on their assessment of the situation, in order to decide how to proceed. Steps must be taken to ensure that the victim feels safe again.

At this stage, parents are informed, and a decision is made as to whether disciplinary sanctions are to be enforced. Disciplinary sanctions reflect the seriousness of the incident so that others see that bullying is unacceptable.

## 11.2 Reflection and restoration

When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:

11.2.1 consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the School's safeguarding and child protection policy and procedures will be followed (see the school's Safeguarding and Child Protection Policy);

11.2.2 advice and support for the victim (including ELSA by Learning Development Co-Ordinator) and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate;

11.2.3 advice and support to the bully (including ELSA by Learning Development Co-Ordinator) in trying to change his / her behaviour. This may include clear instructions and a warning or final warning;

11.2.4 consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed;

11.2.5 Meet with those involved as a group including the victim should they wish to attend. Remind them of the Westbury House Way of behaviour and the shared responsibility of being a member of the its family. Recount the incident. Discuss with the group the impact of their behaviour on the victim (or the victim can share their feelings). Encourage the group to further reflect and empathise with the victim. Encourage the group to find solutions to address immediate feelings and find a way forward together, giving them the responsibility to support their peers. The teacher may offer suggestions for the group to adopt where necessary.

11.2.6 a disciplinary sanction against the bully, in accordance with the School's behaviour and discipline policy. In a very serious case or a case of persistent bullying, a pupil may be required to leave the school permanently in accordance with the School's Behaviour Management Policy and Exclusions Policy, particularly if violence is involved. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable pupils;

11.2.7 action to break up a "power base"

11.2.8 confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see also the school's acceptable use policy for pupils

11.2.9 moving either the bully or victim to another House after consultation with the pupil, his / her parents and the relevant staff

11.2.10 involving children's social care or the police;

11.2.11 notifying the parents of one or both pupils about the case and the action which has been taken

11.2.12 such other action as may appear to the Head to be appropriate.

### **11.3 Monitoring the incident**

11.3.1 Any incident involving serious pupil misbehaviour and bullying and resulting in significant sanctions, is to be logged on the Safeguarding or Behaviour Log (as applicable) kept by the school's leadership team. This includes exclusions, major detentions and sanctions, as well as disciplinary meetings involving parents. This register is monitored by the leadership team in order to identify any patterns which would need to be addressed.

11.3.2 After the incident/incidents have been investigated and sanctions enforced where necessary, each case will be monitored to ensure repeated bullying does not take place. As well as short term monitoring, staff will continue to review whether the action taken has prevented the recurrence of the bullying and ensured that the pupil feels safe again. Actions may include:

- (a) sharing information with some or all colleagues and with pupils so that they may be alert to the need to monitor certain pupils closely
- (b) ongoing counselling and support
- (c) vigilance
- (d) mentioning the incident at meetings of staff;
- (e) reviewing vulnerable individuals and areas of the School.

11.3.3 In class the bystanders should be encouraged to consult with a trusted adult when they feel that they are witnessing bullying behaviour. They must not feel that they are telling tales but they are taking the responsibility to support their peers in the Westbury House Way.

### **11.4 Supporting those severely impacted by bullying**

11.4.1 The School recognises that removing bullied pupils from school is disruptive and can make it difficult to reintegrate. The School understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have impacted seriously on a pupil's ability to learn.

11.4.2 The school will do all that is reasonably possible to ensure bullied pupils continue to attend school and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.

11.4.3 If the pupil is considered to have significantly greater difficulty learning than the majority of those the same age because of the impact of the bullying, the school will consider whether the pupil will benefit from being assessed for special educational needs.

## **12. Training**

### **12.1 Staff**

12.1.1 The school ensures that regular guidance and training is arranged at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles especially:

- (a) having an understanding of the groups who may be more vulnerable to bullying;
- (b) awareness of the risk and indications of bullying, and how to deal with cases;
- (c) awareness of the risks of peer-on-peer abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns.

12.1.2 The level and frequency of training depends on role of the individual member of staff.

12.1.3 The school maintains written records of all staff training.

### **12.2 Pupils**

12.2.1 We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other, including the peer mentor system.

## **13. Record keeping**

13.1 All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

13.2 Every complaint or report of bullying is recorded centrally (Safeguarding and Behaviour Logs as appropriate) and monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to the effectiveness of the school's approach.

13.3 The DSL will maintain a centralised record of all allegations or reports of bullying, including details of those involved and the action taken.

13.4 The DSL will monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the School's anti-bullying procedures.

## Appendix 1 Cyberbullying: guidance for pupils

1. Cyberbullying is bullying that takes place using technology.

2. Pupils should remember the following:

- use the security settings when using technology;
- regularly change your password and keep it private;
- always respect others - be careful what you say online and what images you send;
- think before you send - whatever you send can be made public very quickly and could stay online forever;
- if you or someone you know are being cyberbullied, tell someone. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff or volunteer, or a helpline such as ChildLine on 0800 1111;
- don't retaliate or reply online;
- save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the school to investigate the matter;
- block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly;
- don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

3. You may find the following websites helpful:

<http://www.childnet.com/young-people>

<https://www.thinkuknow.co.uk/>

3.3 <https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

<https://www.saferinternet.org.uk/advice-centre/young-people>

<https://www.disrespectnobody.co.uk/>

<http://www.safetynetkids.org.uk/>.

4. Please see the school's acceptable use policy for pupils which sets out the school rules about the use of technology including mobile electronic devices.

## Appendix 2 Acceptable Use Documents **DRAFT**

### KS2 Pupil Online Acceptable Use Agreement

**This agreement will help keep me safe and help me to be fair to others**

**I am an online digital learner** – I use the school’s internet and devices for schoolwork, homework and other activities to learn and have fun. I only use sites, games and apps that my trusted adults say I can.

**I am a secure online learner** – I keep my passwords to myself and reset them if anyone finds them out.

**I am careful online** – I think before I click on links and only download when I know it is safe or has been agreed by trusted adults. I understand that some people might not be who they say they are, so I should be very careful when someone wants to be my friend.

**I am private online** – I only give out private information if a trusted adult says it’s okay. This might be my home address, phone number or other personal information that could be used to identify me or my family and friends.

**I keep my body to myself online** – I never change what I wear in front of a camera and remember that my body is mine and mine only, and I don’t send any photos without checking with a trusted adult.

**I say no online if I need to** – if I get asked something that makes me worried or upset or just confused, say no, stop chatting and tell a trusted adult.

**I am a rule-follower online** – I know that some websites and social networks have age restrictions and I respect this; I only visit sites, games and apps that my trusted adults have agreed to.

**I am considerate online** – I do not join in with bullying or sharing inappropriate material.

**I am respectful online** – I do not post, make or share unkind, hurtful or rude messages/comments and tell my trusted adults if I see these.

**I am part of a community** – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult.

**I am responsible online** – I keep others safe by talking to my trusted adults if a friend or person I know is being bullied or harassed or is worried or upset by things they read, watch or hear.

**I don’t do public live streams on my own** – and only go on a video chat if my trusted adult knows I am doing it and who with.

**I communicate and collaborate online** – with people I know and have met in real life or that a trusted adult knows about.

**I am SMART online** – I understand that unless I have met people in real life, I can’t be sure who someone is online, so if I want to meet someone for the first time, I must always ask a trusted adult for advice.

**I am a creative digital learner online** – I don't just spend time online to look at things from other people; I get creative to learn and make things! I only edit or delete my own digital work and only use other people's with their permission or where it is copyright free or has a Creative Commons license.

**I am a researcher online** – I use safer search tools approved by my trusted adults. I understand that not everything online can be believed, but I know how to check things and know to 'double check' information I find online.

I have read and understood this agreement. I know who my trusted adults are and agree to the above.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Key Stage 1: Acceptable Use Agreement DRAFT**

**This is how I keep SAFE online:**

- 1. I only use the devices I'm ALLOWED to**
- 2. I CHECK before I use new sites, games or apps**
- 3. I ASK for help if I'm stuck**
- 4. I THINK before I click**
- 5. I KNOW people online aren't always who they say**
- 6. I don't keep SECRETS just because someone asks me to**
- 7. I don't change CLOTHES in front of a camera**
- 8. I am RESPONSIBLE so never share private information**
- 9. I am KIND and polite to everyone**
- 10. I TELL a trusted adult if I'm worried, scared or just not sure**

**My trusted adults are \_\_\_\_\_ at school and \_\_\_\_\_ at home.**

**My name is \_\_\_\_\_**



## Use of Communication Technologies

A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies for education, compared to their risks:

| Communication Technologies   | Staff and Other Adults |                          |                            |             | Pupils  |                          |                               |             |
|--|------------------------|--------------------------|----------------------------|-------------|---------|--------------------------|-------------------------------|-------------|
|  | Allowed                | Allowed at certain times | Allowed for selected staff | Not allowed | Allowed | Allowed at certain times | Allowed with staff permission | Not allowed |
| Electronic devices may be brought to school                                    | √                      |                          |                            |             |         |                          |                               | √           |
| Use of electronic devices in school  |                        | √                        |                            |             |         |                          | √                             |             |
| Taking photos or videos on personal electronic devices or other camera devices |                        |                          |                            | √           |         |                          |                               | √           |
| Use of personal email addresses in school, or on school network                |                        |                          |                            | √           |         |                          |                               | √           |
| Use of school email for personal emails  |                        |                          |                            | √           |         |                          |                               | √           |
| Use of chat rooms and social networking sites                                  |                        | √                        |                            |             |         |                          | √                             |             |
| Use of online instant messaging  |                        | √                        |                            |             |         |                          | √                             |             |
| Use of blogs   | √                      |                          |                            |             |         |                          | √                             |             |

### **Appendix 3: Guidance on differentiating between bullying and unkindness**

Westbury House School recognises that while there is little doubt that bullies are not kind, not every unkind thing pupils do constitutes bullying. Children, especially young children, are still learning how to get along with others. They need parents, teachers and other adults to model kindness, conflict resolution, inclusion and responsibility.

As a result, pupils will occasionally do or say something that is hurtful. While it is important to address the behaviour, it is inappropriate – and potentially harmful -to label them a bully.

Instead, it is important to try to distinguish between hurtful or unkind behaviour and bullying behaviour.

For something to constitute bullying, it must contain three elements. These include an imbalance of power, a repetition of hurtful behaviours and an intention to inflict harm. They also do or say more than one unkind thing to their target. An example might include mocking, name-calling and insulting the target consistently. Finally, the goal of the bully is to harm the other person in some way so that they have more control and power over the victim.

Here are some of the most common unkind behaviours which we do not consider to be bullying:

#### **1. Expressing negative thoughts and feelings**

Children are often open and honest with thoughts and feelings. Young children will speak the truth without thinking about the consequences. For example, a young child might ask: "Why is 'x' so fat?" These types of unkind remarks are not bullying. They usually come from a place of innocence and an adult should give them ideas on how to say things in a way that it is not offensive.

It is also important that children on the receiving end of unkind remarks learn how to communicate their feelings with the offending adult or child. For instance, it is healthy to say: "I felt hurt when you laughed at my new braces," or "I don't like it when you call 'x' fat."

#### **2. Being left out**

It is natural for pupils to have a select group of close friends. Although pupils should be friendly and kind toward everyone, it is unrealistic to expect them to be close friends with every child they know.

#### **3. Experiencing conflict**

Sometimes pupils disagree and even argue. Learning to deal with conflict is a normal part of growing up. The key is for children to learn how to solve their problems peacefully and respectfully. A disagreement does not represent bullying – even when pupils make unkind remarks. A 'falling-out' or disagreement with a classmate here and there is not bullying.

#### **4. Not playing fairly**

Wanting games to be played a certain way is not bullying.

Only when a child begins to consistently threaten other pupils or physically hurt them when things do not go his/her way does it start to become bullying. If a child has 'bossy' friends, we need to teach them how to respond to the bossy behaviour. For example, we might teach a pupil to say: "Let's play

your way, the first time. Then, let's try my way." Also, we seek to teach pupils how to develop healthy friendships and talk to them about the importance of only developing the positive relationships and avoiding 'friendships' which are becoming destructive in any way.

It is Westbury House School's intention to engage both staff and parents in this process of educating children and helping them to develop healthy relationships. If a pupil or group is finding this difficult, the school will then seek the cooperation of parents in resolving the matter and will also recommend a course of action, including engaging expert help to enable a pupil to develop ways of strengthening their relationships with others.

**Appendix 4: Bullying Incident Pro forma**

| <b>SUMMARY OF BULLYING INCIDENT</b> |           |
|-------------------------------------|-----------|
| DATE:                               | LOCATION: |
| Individuals Involved and Classes    |           |
|                                     |           |
| <b>1. Summary of Incident</b>       |           |
|                                     |           |
| <b>2. Relevant History</b>          |           |
|                                     |           |

| <b>INVESTIGATION: FACT FINDING</b>   |
|--|
| <b>1. Interview with victim to find out details including who was involved, bystanders, how the victim felt, why they behaved this way. (What happened? How did you feel? How do you think the other person felt? Why do you think they behaved this way?)</b> |
|  |
| <b>2. Interview other individuals separately to understand the nature of the incident from different points of view. (What happened? How did you feel? How do you think the other person felt? Why do you think it happened?)</b>                              |
|  |
| <b>3. Interview with bully to find out details including who was involved, why they behaved this way, how the victim felt, how they felt.</b>  |
|  |
| <b>4. Staff judgement of the seriousness of behaviour and how to proceed.</b>  |
|  |
| <b>5. Will disciplinary sanctions be enforced?</b>   |
|  |

6. Have parents been informed? (Date, time and method of communication)

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**REFLECTION & RESTORATION - show empathy with the victim**

1. Meet with those involved as a group (with the victim should they wish to attend). Remind Westbury House Way. Recount the incident. Discuss impact of behaviour on victim - victim may share their feelings. Encourage group further reflection, empathy with victim. Encourage group to find solutions address immediate feelings and a way forward together, giving the group responsibility to support their peers. Teacher may offer suggestions.

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2. Consider and plan actions needed to support the victim.

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3. Consider and plan actions needed to support the bully.

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4. Inform pupils of any sanctions.

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5. Inform parents of any sanctions.

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**MONITORING THE INCIDENT**

1. Serious misbehaviour and bullying resulting in significant sanctions is logged on Safeguarding Log and Behaviour Log as appropriate?

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2. Short term monitoring.

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3. Review - consider whether actions have prevented recurrence of bullying and ensures pupil feels safe.

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