



## Saxon Hill Academy

# ANTI BULLYING POLICY with Cyber Bullying Annexe

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Updated Jan 2024

## Rationale

We regard bullying as a form of behaviour where an individual or group deliberately uses power to hurt or intimidate over a period of time, or in an isolated incident. In our school we recognise that bullying could occur between individual pupils, between groups of pupils and an individual pupil and between groups of pupils. It could also happen in the same way between members of staff and also between staff and pupils. As such it is not tolerated at Saxon Hill and this policy presents the appropriate course of action for people to follow. It further follows that the school must have the will and the means to:

- \* identify bullying
- \* prevent bullying
- \* deal with bullying
- \* support the bullied
- \* prevent bullies continuing to bully
- \* endeavour to re-educate the bullies to reach realisation of the impact of their behaviours on other people.

Incidents involving staff bullying are referred directly to the Principal. (See Bullying and Harassment Policy)

## **Definition**

Bullying is a behaviour which:

- \* is deliberately hurtful (even if the bully does not realise just how hurtful)
- \* can be repeated over a period of time
- \* is very difficult for the bullied to put a stop to it
- \* may be physical
- \* may be verbal
- \* may be cyber related
- \* may be "indirect" (e.g. by turning other children against the victim)
- \* can have its seriousness measured by gauging the degree of effect it has on the victim

## **Aims**

Our aim at Saxon Hill is to create a safe and secure environment for all, where bullying cannot thrive. We aim to make Saxon Hill a bully free zone.

The school aims to:

- \* support the bullied as a first priority
- \* have an ethos in which bullying is less likely to occur
- \* implement preventative approaches to make it less likely that bullying will occur
- \* give constructive responses when bullying does occur which make it less likely that there will be a repetition
- \* encourage victims to disclose and for disclosures not to lead to repercussions (from the bully)
- \* use Emotion Coaching to try to prevent bullies continuing to bully (whilst ensuring that the use of coaching does not indirectly make things worse for the victim)
- \* consider productive ways of working with bullies aimed at re-educating the bullies' bullying actions and attitudes.

## **Measures**

### **Preventing bullying through:**

- \* The establishment of an environment in which staff and pupils value and support one another, people are listened to and taken seriously, and appropriate behaviour encouraged.
- \* The reinforcement of socially appropriate behaviour, through a broad range of curriculum activities.
- \* The topic of "Bullying" is addressed, during assemblies, tutor time, PSHCE lessons, anti-bullying week, Cyber Bullying awareness sessions, Student Council and at Childrens' Meetings in Sleep Over Club.
- \* The establishment of clear lines of communication between pupils, carers and staff.
- \* All staff, especially when on duty, are vigilant and responsive.
- \* Our commitment to maintaining our levels of awareness and knowledge about bullying through staff training.
- \* Our commitment to the positive reinforcement of appropriate behaviour through our PROACT SCIPr UK and Emotion Coaching and Zones of Regulation methods.
- \* Every instance of reported bullying (whatever the source) is investigated and dealt with, parents/carers of any children involved must be informed.
- \* The positive use of unstructured time.
- \* Our commitment to monitoring and supervision of the routines of school life.

### **Reporting bullying**

- \* All staff will respond appropriately and immediately to incidences of bullying to ensure that the pupils feel safe and well cared for straight away.
- \* Pupils can report incidents of concern by indicating the MyVoice (part of MyConcern) QR code on walls around school, or scanning these QR codes to bring up MyVoice reporting system using their class iPads.
- \* If the pupils involved are able to express their thoughts and views, they will be asked open questions about the incident. In this way, pupils feel heard at the time and a deeper understanding can be gained of what has occurred and why.

\* All staff are trained in the use of the MyConcern safeguarding reporting tool which is where they will report any incidences of bullying involving pupils.

\* All school visitors also have access to MyVoice by scanning the barcode at Reception, and a dedicated iPad, at reception, with MyConcern App to enable the reporting of any incidents they witness.

Pupils are encouraged to tell an adult about incidents of bullying. Staff are responsible for acting on these directly if appropriate and referring to Safeguarding Lead and Deputies via MyConcern online tool.

## **Responding to Bullying**

Attempts to resolve bullying may include:

\* Making it clear to all parties involved that the bullying behaviour is unacceptable

\* Developing empathy in the bully using Emotion Coaching.

\* Working around the incident in the PSHCE lessons, in groups and as a whole school reinforced by additional work and assemblies during Anti-Bullying Week. Approaches must be appropriate for the pupils ensuring necessary vocabulary is taught (verbal & non-verbal; BSL, Makaton, PECS, PODD, VOCA etc.)

\* Talking to the victim and making suggestions about strategies for avoiding or dealing with bullying behaviour

\* Monitoring those involved afterwards

\* Counselling individuals and groups

\* Rewarding positive strides in both bully and other young person, which also can include contact with parents/carers

\* Incorporating this into the Individual Behaviour Support Plan where appropriate, in order to minimise the risk of similar issues arising again

## **Cyber Bullying Annexe**

### **Rationale**

In our school we believe that all members of our school community have the right to be treated with respect in a supportive, caring and safe environment. This policy is designed to be read alongside the Anti Bullying policy above, Behaviour Support and ICT and Acceptable Use policies.

In line with the above policies we believe that every individual in our school community has a duty to report all incidents of bullying whether it happens to themselves or to another person.

### **What is Cyber Bullying**

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

There are many types of cyber bullying the main ones are listed below:

- Text messages including sending messages via Blue tooth.

- Picture or Video clips sent to make the victim feel threatened or embarrassed
- Mobile phone calls including silent calls and making calls from another person's phone
- Emails
- Chatroom Bullying
- Instant Messaging
- Bullying via websites
- Social networking

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

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

#### Cyberbullying and the Law

Bullying is never acceptable and the school fully recognizes its duty to protect all of its members and to provide a safe, healthy environment for everyone.

#### Education Law:

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

#### Civil and Criminal Law

- There is not a specific law which makes cyberbullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

At Saxon Hill we view these types of bullying in the same light as any other type of bullying and will work with all persons involved to prevent the reoccurrence of actions.

## Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy. At Saxon Hill we recognise that we need to teach our pupils to use technology safely and to know about the risks and consequences of misusing them.

## Roles and Responsibilities

The Headteacher and Designated Safeguarding Lead will take overall responsibility for the co-ordination and implementation of cyberbullying prevention and response strategies. They will :

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy.
- ensure that all policies relating to safeguarding, including cyberbullying are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the Prevent Duties.
- provide training (using HM Government PREVENT e-learning or Flick training) so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk.
- ensure that parents/carers are informed and attention is drawn annually to the cyberbullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Cyberbullying Policy is available at all times on the school website
- ensure that all parents/carers and pupils receive a copy of the Cyberbullying Leaflet. This is available at all times on the school website. Parents/carers should take younger children through the leaflet.
- ensure that at the beginning of each term, cyberbullying is revisited as part of the Staying Safe Programme and that pupils know how to report a concern. (to someone on their safety circle, Childline or the thinkuknow website: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) )
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond. All staff should sign to say they have read and understood the Staff Code of Conduct.
- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- provide annual guidance and updates in the weekly newsletter for parents/carers on online safety and the positive use of technology
- ensure the school's Acceptable Use Policy, Guidelines for Staff when Children are using Digital Devices, Children's Use of Digital Devices and are reviewed annually
- provide annual training for staff on the above policies and procedures
- provide annual training for staff on online safety and Cyber Security
- plan and deliver a curriculum on online safety in computing lessons which builds resilience in pupils to protect themselves and others online.
- plan a curriculum and support PSHE staff in delivering a curriculum on online safety which builds resilience in pupils to protect themselves and others online.

- On an annual basis we will issue to parents and pupils a safe internet use guidance and the Acceptable Use Policy that clearly sets out the roles and responsibilities for the use of IT equipment in school and how it will be monitored.
- As part of the IT and PSHE curriculum we will teach pupils about safe Internet use and what to do if cyber bullying occurs.
- We will provide information for parents/carers on e-Communication standards and practices in school
- Where possible we will encourage pupils to use the Evidence for Learning (EFL) home/school communication app so that all messages can be monitored and sites visited subject to the appropriate firewall
- Specific websites will be blocked via the firewall e.g. facebook, twitter etc. unless required for specific lessons.
- All internet sites and electronic communication is filtered and monitored using the Sophos and Senso systems, flagging up concerns to the headteacher and department leads who will deal with this appropriately.

### **The IT Support Assistant and Manager will**

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The school uses a third party web-proxy solution to filter all internet access. The internet filter records access to prohibited sites which enables the Designated Safeguarding Lead to monitor and address concerning use of IT.
- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.

### **The School Business Team Manager will**

ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

### **The School Governors will**

appoint a governor in charge of IT who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively. The current governor for IT and website Compliance currently also holds an IT support role in school.

### **Guidance for Staff**

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Code of Conduct. The school will deal with inappropriate use of technology in line with the Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

## Mobile Phones

- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Inform the Designated Safeguarding Lead immediately and pass them the information that you have
  
- Computers
- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

## Use of Technology in School

All members of the school community are expected to take responsibility for using technology positively.

As well as training, the following is in place:

- All staff are expected to sign to confirm they have read and understood the Acceptable Use Policy.
- All staff are expected to sign to confirm they have read and understood the Staff Code of Conduct
  
- All staff are expected to have read and understood Guidelines for Staff when Children are using Digital Devices
- All children are expected to have been taken through and understood Children's Use of Digital Devices

## **Guidance for Pupils**

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff on your safety network.

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data)
- Be careful who you allow to become a friend online and think about what information you want them to see.

- Protect your password. Do not share it with anyone else and change it regularly
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Always stay in public areas in chat rooms
- The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.
- The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be given in line with the school's Behaviour Policy.

### **Guidance for Parents/Carers**

- It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Parents/carers must play their role and take responsibility for monitoring their child's online life.
- Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyber-bullying.
- Parents/carers should also explain to their children legal issues relating to cyber-bullying.
- If parents/carers believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible.
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.
- Parents/carers should note the school's guidance in the newsletter on online safety.

The school will ensure parents/carers are informed of the cyber-bullying policy and cyberbullying weblinks and leaflet for children and the procedures in place in the Anti-Bullying Policy to deal with all forms of bullying including cyber-bullying.

### **E-Safety at Home**

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home. Here are some parents/carers might like to try:

- [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.childnet.com](http://www.childnet.com)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Digizen

The following useful publications are on our website:

- [DfE Advice for Parents on Cyberbullying](#)
- [Childnet Cyberbullying Leaflets](#)
- [DfE The use of social media for on-line radicalisation](#)



## **Where Bullying Occurs**

When cyber bullying occurs it will be recorded and reported in line with the procedures set out in the Anti Bullying Policy. This will include closer monitoring of the use of equipment in school and may result in all access to the internet being temporarily stopped.

## **Monitoring**

All incidents of bullying will be recorded and reported on MyConcern, audited annually and reported on a termly basis to the Governors as part of the Headteacher's report.

On a biannual basis this policy will be reviewed by Governors as part of their review cycle of Policies