

# Anti-Bullying & Anti-Cyber-Bullying Policy

## Twyford is a School:

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where staff are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

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## Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EYFS	Early Years Foundation Setting

This Policy is for the whole School, Early Years Foundation Stage and Boarding

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## 1. Aim and objectives of this policy

The aim of this statement of policy is to state clearly that **bullying is always unacceptable and should form no part of life at Twyford**. The Policy clearly defines what constitutes bullying and cyber-bullying and describes the action to take if you are being bullied. Information is given about the consequences for those who bully.

## 2. Definition

Bullying behaviour is behaviour which hurts or causes distress by taking advantage of the vulnerability of its victim, making him/her feel uncomfortable or threatened. Bullying is often repeated over time and intentionally hurts another person or group physically or emotionally. It is often motivated by prejudice against particular groups. Bullying behaviour can include references to a person's gender, race, religion or beliefs, culture, sexual orientation, gender identity, special educational needs or disability. Children may be bullied because they are adopted or they are a young carer. Bullying may occur overtly and directly, or through cyber-technology (social networks, mobile telephones, text messaging, photographs and email). Most of us have behaved like this at some time and similarly most of us will have been on the receiving end of this sort of behaviour from time to time. Some people display bullying behaviour frequently and these people may be labelled 'bullies'. Other people are often on the receiving end of bullying behaviour and have become 'victims'. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. Bullying might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority but emotional bullying can be more damaging than physical; judgements are made about each specific case.

Child-on-child abuse is a focus of more recent editions of Keeping Children Safe in Education, and is considered central to this Anti-Bullying Policy. While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation rituals and/or violence from pupils to pupils can also be abusive. These are equally not tolerated at Twyford School and will be treated both as a safeguarding matter and will give rise to disciplinary action. If it is believed that a crime has been committed, it will be reported to the police. The principles from this Anti-Bullying Policy will be applied in these cases, with recognition that any police investigation will need to take priority.

'Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways: it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.' *Preventing and Tackling Bullying (July 2017)*.

Some children may be more vulnerable to bullying due to their personal circumstances. These may include any of the nine protected characteristics in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The school understands that it is against the law to discriminate against someone with a protected characteristic and will treat any such incident with the utmost seriousness.

Other vulnerabilities can be appearance, health conditions, home circumstances, poverty, SEN, being Young Carers.

The school logs all incidents of bullying both on CPOMS and on a separate central bullying record which is held with the DSL and Head of Pastoral Operations. Any incidents of children with a protected characteristic being discriminated against are recorded under a standalone category.

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'. Where this is the case, Twyford School staff will report their concerns to the Designated Safeguarding Lead, as per the Child Protection Policy. Even where safeguarding is not considered to be an issue, we keep in mind the possible 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. Early help is the key.

Where bullying is taking place outside the school, we will investigate and act according to this policy to such an extent as is reasonable. This is likely to require significant cooperation from parents. The Headteacher should also consider whether it is appropriate to notify the police of anti-social behaviour and the coordinator at Hampshire County Council of the action taken against the pupil.

### 3. Bullying can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatened use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions;
- *Cyber-Bullying* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated etc.
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences etc.;
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo. Sexting can lead to forms of bullying, where a participant is coerced or where the resulting image or file is used in a bullying manner. The new law against Upskirting also is embraced within this policy as a potential form of bullying.
- *Homophobic* - this is bullying which is directed towards people who are openly gay, bisexual, transgender, are perceived as gay, or show characteristics (heterosexual young people subject to

homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims)

- *Transphobic* – bullying children who are considering going through, are going through or have gone through, gender reassignment.
- *Religious* – attacking faith, belief, religious practice or custom;
- *Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties;
- *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others; and
- *Written* – on paper.

#### 4. Aspects of bullying

Some examples of bullying behaviour:

- hitting, kicking, pushing people around, spitting
- name calling, taunting, teasing, insulting
- intimidating, isolating or excluding from the group
- spreading rumours or writing unkind notes
- taking, damaging or hiding possessions
- sexting
- talking to or touching the victim in a sexually inappropriate way
- initiation rites, hazing or 'ceremonies', particularly those that may cause embarrassment, pain or anxiety. These are absolutely forbidden at Twyford.
- isolating or teasing someone on the basis of their gender, race, religion or beliefs, culture, sexual orientation, special educational needs or disability.

Some signs that a child may be suffering bullying behaviour:

- reluctance to attend school
- change in academic performance
- a pattern of minor illness
- withdrawn behaviour
- unexplained tearfulness

#### 5. Upskirting

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal. Although we do not permit pupils to have mobile phones or smart watches at school (with the exception of weekly boarders who leave their phones with matron and have limited access to them), and only digital cameras with express permission, we must ensure we are alert to the possibility that this could happen here.

Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. These are forms of bullying. If this is between pupils, we will follow the child-on-child abuse procedure.

If staff in the school are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly. It is a safeguarding concern and must be reported to the DSL immediately.

There are behaviours that would be considered as sexual harassment which may be pre-cursors to upskirting. The use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

Pupils who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved and given appropriate guidance about their behaviour. Parents may be informed. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school, it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the Headteacher to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

**Cyber-bullying** is the use of mobile phones, social networking sites, internet or other modern communication technologies to embarrass, humiliate, threaten or intimidate someone. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying that can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. Wider search powers included in the 2011 Education Act give schools stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. However, images of concern must not be deleted without the agreement of the DSL. See Twyford School Policy on Searching Pupils and their Possessions.

Here are some examples of cyber-bullying:

- Text message bullying - sending unwelcome texts that are threatening or cause discomfort including sexting.
- Picture/video-clip bullying via mobile phone cameras or webcam, including Upskirting

- Phone call bullying - can include silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible.
- Email bullying - sending bullying or threatening messages, often using someone else's name to pin the blame on them.
- Chat room bullying - involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) - where children and young people are sent unpleasant messages as they conduct real-time conversations on line.
- Bullying via social networking websites - includes the insulting blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying (Facebook, Instagram, Twitter, Snapchat, Bebo etc).
- Sexting (also called youth-generated sexual imagery) - young people (under 18) who share sexual imagery of themselves, or peers, are breaking the law. There is, unfortunately, scope for this fact to be exploited as bullying.

### **General**

Twyford School Staff are instructed in all elements of our approach to bullying and cyber-bullying as part of their Induction Programme. Close attention should be paid to the Twyford School Code of Conduct and Teachers' Standards, which have detailed guidance for staff to ensure they can be effective in their role to safeguard and protect children, including bullying and anti-bullying. This includes our protocols for the appropriate use of technology such as internet, mobile telephones and recording devices such as cameras and video cameras.

Pupils are not permitted to be in possession of mobile telephones at Twyford, except for weekly boarders, who must lodge them with Matron and only draw them for making specific phone calls. We would not wish to withhold technologies from pupils, as this is essential to their progress in education and society. We provide a well-monitored and remotely filtered access to computer networks, appropriate education and training in the correct use of the internet, and deliver age-appropriate information about grooming, internet sites containing violent or adult content, and the sharing of personal information or photographs. Teachers discuss with pupils aspects of their experience and their concerns, and this leads to very constructive education in the prevention of bullying and cyber-bullying.

All aspects of bullying behaviour play on the victim's vulnerability or helplessness. Victims may be vulnerable because of their age, physical appearance, nationality, colour, gender, religion or because they are new to the school, appear to be uncertain or appear to have fewer/no friends.

Bullying behaviour will hurt or distress its victims and, over a period of time, can lower their confidence and self-esteem and make them depressed. It is very important to realise that there can be life-long psychological damage done through bullying.

## 6. What should pupils do?

If any pupil is being bullied or someone who is being bullied is identified, they should report what is happening to someone else. If they feel uncertain about taking this step they may want to talk first informally to:

- their parents
- their form teacher, tutor or any other adult in school
- School Nurse, matron or one of her assistants
- a senior pupil (Senior Prefect, House Captain, for example)
- a peer supporter
- Mr Britt (Head of Pastoral Care/DHPO)
- Miss Pippa Higham (Head of Pastoral Care)
- Mrs Davies (Mental Health Lead)
- Mr Tom Parsons (Designated Safeguarding Lead)
- The Chaplain, Mrs Theodora Johnson
- The Headmaster, Mrs Kelly (Deputy Head), Ms Fecher (Head of Pre-Prep)
- The Independent Listener: Mrs Rosie Greenleaf, who is contactable on 01962 713282
- ChildLine (0800 11 11)

All of these people will be happy to listen and help.

**Reporting a bully does NOT count as 'telling tales'.**

**Bullying can only be stopped if someone is told.**

**Everyone has an important duty to help stop bullying, even as a bystander.**

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

## 7. What happens next?

Any of these people will be able to advise and support and to help take this matter further. In most cases the action taken in the first instance might not be disciplinary – a bully will be asked to talk about their behaviour and encouraged to find ways to change it. It may sometimes be the case that the bully genuinely has not recognised the distress caused to the victim by their behaviour. If those responsible for the bullying behaviour repeat it, then sanctions may be applied. Ultimately a bully who will not change behaviour may have to leave the school.

In some cases victims of bullying do not want anyone else to know what is happening:

- they do not want to 'tell tales'
- they do not want the bully to be punished
- they are afraid of what the bully will do
- they have become demoralised and feel they do not deserve any better

However, if individuals are being bullied, it is always better to tell someone:

- sharing what is happening will help them to deal with their feelings.



- bullying thrives on secrecy – it is best dealt with by being brought into the open.
- it may save other people from becoming victims of the same bully.

If individuals see someone else being bullied, or are told by them that they are being bullied, it is very important that we make sure we can deal with it – they should tell a teacher or peer supporter, a School Listener or Independent Listener. Follow the guidance in this document.

Tolerance, understanding and care for the welfare of others should be a characteristic of the School community. Pupils should support one another by reporting all incidents of unpleasant behaviour – there should be a community responsibility to prevent anyone being hurt, threatened, upset or frightened. The community should be aware of the hurt and distress that insults, derogatory terms and teasing can inflict. School should be a safe and secure environment with a supportive climate.

Pupils learn best in an atmosphere where good behaviour is the norm, and where they feel valued and safe. The knowledge and values that children are taught in lessons are reinforced by staff and older pupils setting an excellent example to others. Schools that achieve this are successful in preventing bullying from arising in the first place. Twyford School aims to apply its behavioural and disciplinary policies fairly, consistently and taking into account special educational needs or disabilities of vulnerable pupils.

Twyford School is committed to helping both those who are harmed and the perpetrator/s. The School will do its best to ensure the safety of the victim and to support improved behaviour from the perpetrator. However, sustained physical abuse, psychological abuse, abuse that is focused on an individual's educational needs, disability, or racism or sexism conducted by an individual, or group, have no place at Twyford School and will be dealt with as serious offences. The School's **Behaviour and Discipline policy** will be employed as necessary, and proportionate sanctions will be used. In some circumstances, particularly where persistent bullying has taken place, exclusion may be appropriate. It may also be considered that a pupil can no longer retain their place at the school.

All allegations of bullying, either by a child or a parent, will be listened to and the Deputy Head Pastoral and Operations (DHPO) alerted. The DHPO and teacher involved will discuss the next course of action. The allegation will be recorded as a Pastoral Incident on CPOMS so that any patterns of behaviour can be monitored. The allegation will be investigated and if found to be true and is perceived as bullying, it will be recorded as a 'Bullying' on CPOMS. These reports generate an automatic circulation group for welfare matters (Headmaster, DHPO, Head of Boarding, Tutor of child/children involved, Head of House, School Nurse, Matron and Head of Year). The severity of the bullying will dictate what happens next and it may just be that the perpetrator is talked to. The parents of both the perpetrator and victim will be informed of the incident and the course of action. When action has been taken, the situation will be monitored carefully by staff to prevent it recurring. All staff, but in particular will keep a close watch on any recurrences and identify potential developments that require attention. The Head of Pastoral Care will keep the Headmaster informed at all times. Everyone involved has responsibility for helping the bully to change their behaviour. In addition, the victim may need to deal with his/her feelings and to understand and overcome his/her vulnerability. The school keeps a separate and centralised bullying log where all confirmed incidents of bullying, of all types, are recorded. This log documents not only the bullying incidents, but also the actions taken and outcomes and it is reviewed regularly.

At Twyford, we are conscious of the need to monitor the impact of bullying on individual children so that there can be a holistic picture maintained across a range of different aspects of school life: teaching, boarding, pastoral and health care.

A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering, or is likely to suffer, significant harm. Under these circumstances the DSL and Headmaster automatically will be involved.

At Twyford, staff are proactive in gathering information about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, in Tutor time or PSHEE lessons, through dedicated events or projects, and through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. We communicate regularly and in detail about these issues, recording them as pastoral 'incidents' and/or raising them as the first item of business in weekly staff meetings. We know that schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The School uses a range of educational elements to help develop awareness, resilience and understanding of the implications and consequences of bullying behaviour: such as personal, social, health and economic education (PSHEE), assemblies, projects, drama, stories, literature, historical events, current affairs and so on. The aims of the PSHEE sessions on bullying are detailed in the Scheme of Work held by the Head of PSHEE, and available on request.

Pupil access to technologies that may have an impact on their relationships is constantly under discussion and review. The Head of IT Services, the Teacher of ICT, the Head of PSHEE and of Pastoral Care and the DSL regularly discuss issues relating to cyberbullying, online safety and education of our pupils in these matters. As part of our ongoing programme of staff professional development at Twyford School we will ensure that all adults are involved in training to keep them up to date on how to minimise the risk of bullying at times and in places where it is most likely to occur. In particular, new staff are provided with guidance on all elements of child protection and anti-bullying training. All employees, including temporary staff and volunteers, are trained in the safe use of technologies that provide access to the internet, as well as our policies on use of mobile telephones, still and video cameras. The Twyford School **ICT and Internet Use Policy** is central to adult and pupil behaviour with technologies – in the classroom and beyond. All adults and all pupils are guided through the details of this policy and can discuss the implications for staying safe using technologies. Our **Acceptable Use Policy** must be signed and returned by adults and pupils before any access is given to the school network or this equipment. Any misuse of technology by employees or temporary staff will result in immediate withdrawal of access, followed by investigation that can lead to disciplinary consequences. Pupils have the same level of scrutiny and any breaches will always be considered in the context of bullying as well as any other links to discipline. Our safeguarding procedures would almost always be activated at the same time. Staff are updated regularly in what the children are being taught about appropriate and safe use of technologies, so that they may supplement this in their own teaching. No visitors are given direct access to school technologies.

Online safety is a regular topic of discussion in PSHEE and Tutor groups, as well as a subject specifically taught in ICT lessons from Year 2 onwards. Parents are invited to attend specially organised training from an external specialist each year – modified to suit different age groups of children. All populations are instructed in how to report inappropriate online behaviour, as well as keeping themselves safe. We recognise the benefits of new technologies, and their liability to provide new ways of being misused.

At Twyford, we engage regularly with parents to discuss behavioural issues, including bullying and cyber-bullying. We have termly meetings of the Pupil Welfare Group, designated as an open forum where parents may raise any concerns on pastoral matters with appropriate staff. We arrange visiting speakers for parents on subjects such as bullying and cyber-bullying, usually in conjunction with the parallel courses being studied by their children.

The School's **Anti-Bullying policy** is closely linked to, and should be read in conjunction with, the **ICT and Internet Use Policy**, the **Behaviour and Discipline policy**, as well as the **Safeguarding and Child Protection policy**. We regularly evaluate the effectiveness of our procedures for anti-bullying and cyber-bullying, adjusting our practice according to these reviews.

We manage personal data in line with statutory requirements.

## 8. Further resources

Some excellent resources are to be found in the following locations:

The Anti-Bullying Alliance. Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. <http://www.anti-bullyingalliance.org.uk/>

Childnet International. Particular expertise and guidance on internet safety and cyber-bullying prevention <https://www.childnet.com/>

Kidscape. Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. <http://www.kidscape.org.uk/>

The Bullying Intervention Group (BIG): offer a national scheme and award for schools to tackle bullying effectively. <https://www.bullyinginterventiongroup.com/what-is-it/>

### References:

DFE 00160-2017 Preventing and tackling bullying: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

DFE 00652-2014 Cyber bullying: advice for headteachers and school staff:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

DFE 00655-2014 Advice for parents and carers on cyber bullying:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

DfE-00128-2019: Teaching online safety in schools: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Education for a Connected World: <https://www.gov.uk/government/publications/education-for-a-connected-world>

Part 3, paragraph 10 of the Education (Independent School Standards) (England) Regulations 2014.

The Equality Act 2010