



PATRON
HM THE QUEEN



Anti-Bullying Policy

Responsibility: Head of School

Reviewed: November 2018

Reviewed by: Assistant Head

Next Review due: November 2019

File location: e.g.

This policy is available:

- On the website - <http://www.lvs-oxford.org.uk/policies/10632.html>
- On request from enquiries@lvs-oxford.org.uk

Anti-Bullying Policy

What is the Legal Framework for the Policy?

The Licensed Trade Charity is committed to complying with all relevant anti bullying legislation, in particular the

- Keeping Children Safe in Education
- Working together to safeguard children
- Protection from Harassment Act 1997
- Children Act 2004
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education (Independent School Standards Regulations 2014)
- School Teachers Pay and Conditions
- Preventing and Tackling bullying (July 2017)
- Cyberbullying – advice for Head teachers and school staff

Please also see our Behaviour Policies.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

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.

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.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

Preventing and tackling bullying (July 2017)

Cyber-bullying

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 and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.¹ If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

LVS Oxford

Sometimes the behaviour of the learners at LVS Oxford may appear to be bullying in nature, due to the learners' difficulties in communication, socialisation and imagination. Learners will find it difficult to socialise appropriately with others and may have problems communicating with peers, sometimes making comments which sound nasty but in their head are merely stating the obvious.

All staff need to be aware of learners' difficulties when dealing with allegations/observations of bullying.

What does bullying look like, feel like, sound like?

Bullying is any behaviour by an individual or group that:

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
- happens more than once – there will be a pattern of behaviour, not just a ‘one-off’ incident
- Involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive/personal remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. e-mails, picture/video clip bullying, Instant Messaging (IM)
- Indirect, e.g. graffiti, defacing of property, display of pornographic, class, disability, homophobic, racist or sexist material.

Signs and symptoms of bullying

Possible warning signs that a young person is being bullied:

- Comes home with torn, damaged or missing pieces of clothing, books, or other belongings;
- Has unexplained cuts, bruises and scratches;
- Has few, if any friends, with whom he or she spends time;
- Seems afraid of going to school, walking around school, or taking part in organised activities with peers (such as clubs);
- Takes a long, “illogical” route when walking around school;
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, tearful or depressed when he or she comes home;
- Complains frequently of headaches, stomach aches or other physical ailments;
- Has trouble sleeping or has frequent bad dreams;

The Responsibility of the Head of Centre

The Head of Centre is required by law to:

- Annually review the school’s Behaviour Policy
- Determine and publish detailed measures on rules, rewards sanctions and behaviour management strategies

- Ensure that these detailed measures encourage 'good behaviour' and help prevent all forms of bullying among pupils
- Ensure the maintenance of good order and discipline of pupils at all times during the school day
- Provide good systems for communication between staff, pupils and parents in relation to the school policy on promoting good behaviour
- As is reasonable, regulate the behaviour of pupils when they are off-site (in particular relating to cyber bullying)

The Head of Centre will:

Define bullying in the context of the following dimensions:

- physical
 - social
 - verbal
 - cyber
-
- Identify specialist lead practitioners to support this work
 - Maintain a dialogue with the Chief Executive and Trustees in order to meet the legal and school inspection requirements
 - Record, monitor and analyse information relating to bullying
 - Coordinate anti bullying curriculum opportunities, including involving learners in e-safety and responses to cyber bullying (see Appendix 4 for useful resources)
 - Ensure that learners receive on-going education about e-safety and cyber bullying through a variety of means including assemblies, Anti-Bullying Week, projects, e-safety meetings with staff and learners.
 - Work with staff and outside agencies to identify and tackle all forms of prejudice-driven bullying
 - Provide systems of support for bullied learners
 - Organise an effective complaints procedure which is readily available to parents and learners

- Organise communication with other schools which have an effective anti bullying policy
- Organise training to develop skills for wellbeing
- Organise training to identify vulnerable children, different forms of bullying, staff responsibilities and methods of recording observations of bullying
- Provide regular information to parents about the anti-bullying, e-safety and cyber bullying policies.

Staff Tasks

All staff:

1. Must follow school policy
2. Must promote the general well being and progress of individual learners
3. Must apply the school's rewards and sanctions legally
4. Are able to impose disciplinary penalties for inappropriate behaviour
5. May use physical intervention in certain circumstances
6. Must participate in School Council discussions in relation to bullying issues

Training will take the form of

- Induction in the first week of employment
- Specific weeks focussed on anti bullying procedures
- A termly review of 3SYS reports to identify patterns of behaviour

Who should complete the training?

All staff will:

1. Complete the induction programme
2. Sign to confirm that they have read and will follow the Anti-Bullying Policy

Education staff will have specific training in the delivery of PSHE and emotional literacy to enable them to provide the best, consistent support

What skills will trained staff have to use in response to bullying?

All staff will have a comprehensive understanding of the school's Anti-Bullying Policy, allied to:

- The ability to develop best practice, based upon what is confirmed as working
- A clear understanding of their legal and professional responsibilities in preventing and responding to bullying
- An awareness of the need for celebrating learners' successes and to communicate these to parents and carers
- An ability to identify all forms of prejudice-driven bullying
- The skills to promote individuals' wellbeing
- The skills to respond appropriately to learners' and parents' complaints
- Recognition of non-verbal signs and indicators of cyber bullying
- The reporting process for cyber bullying both internally and through external channels (see Appendices 1, 2 & 3)

What needs to be done in the building and grounds to address bullying?

You will be able to see:

- Classroom displays concerning issues relating to bullying
- Provision of special safe places throughout the buildings and grounds
- Rules of appropriate behaviour clearly displayed

How does the curriculum reflect the Anti-Bullying Policy?

Throughout the curriculum there will be:

- Work programmes that reflect the desire for personal wellbeing
- Opportunities to address bullying as a whole school issue
- Encouragement of peer group rejection of bullying

What other documents relate to the Anti-Bullying Policy?

- Anti-bullying log
- Safeguarding Policy
- Positive Support Policy
- E-Safety Policy
- 3SYS reports
- Record of Complaints
- Staff Handbook
- Learner Handbook

Anti-Bullying Procedure

Owing to the difficulties experienced by learners at LVS Oxford it is necessary to ensure that teaching about bullying is specific. It is possible, owing to learners' difficulties, that their behaviours appear to others to be bullying, but in fact are a product of not understanding social rules. It also needs to be noted that this doesn't mean they are not capable of bullying; our learners need to learn that just because they don't understand a social rule, or have problems socially, it is still not acceptable to bully, whether this is intentional or not.

Pupils who have been bullied will be supported by:

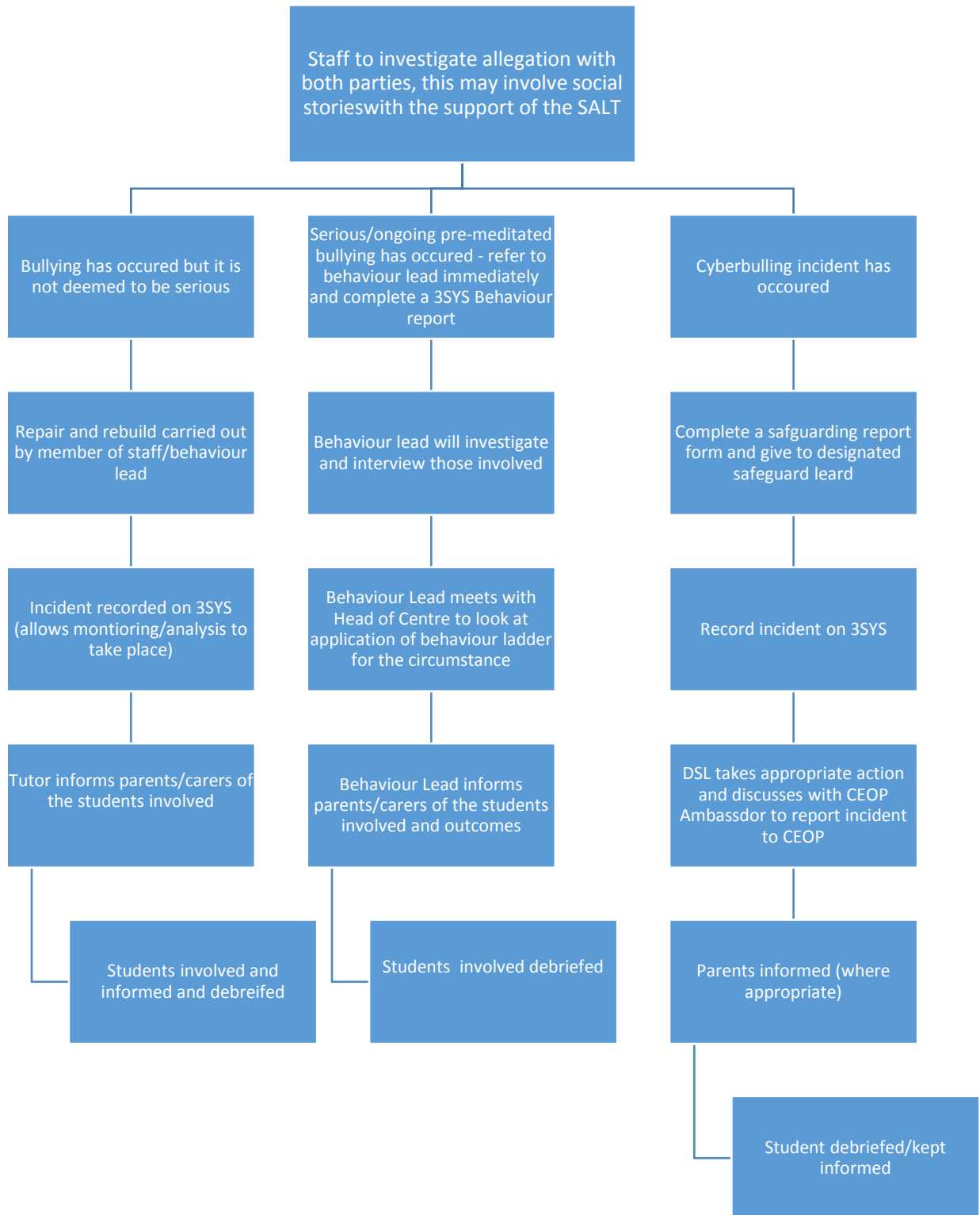
- Discussing what happened.
- Discovering why the pupil became involved
- Establishing the wrongdoing and need to change
- Informing parents to help change the attitude of the pupil
- The use of special interventions and/or referrals to other agencies where appropriate.

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Exclusion from certain areas of the school premises
- Confiscation of mobile phones, in line with our Acceptable use (E-Safety) policy
- Minor fixed term exclusion
- Group or 1 to 1 work to explain the negative effects of bullying to the perpetrators and their cohort.

The following chart outlines the procedure which applies when there is an allegation or observation of bullying.

Appendix 1 details the procedure to follow when responding to incidences of cyber bullying.



APPENDIX 1

Responding to Cyber Bullying

Most cases of cyber bullying will be dealt with through the procedure on the previous page. However, some features of cyber bullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- impact: the scale and scope of cyber bullying can be greater than other forms of bullying
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
- location: the 24/7 and anywhere nature of cyber bullying
- anonymity: the person being bullied will not always know who is bullying them
- motivation: some pupils may not be aware that what they are doing is bullying
- evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence, although with some applications this may be time limited
- it is possible that a member of staff may be a victim and these responses apply to them too

Support for the person being bullied

- Offer emotional support; reassure them that they have done the right thing in telling
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff
- Advise the person to consider what information they have in the public domain
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.
- In some cases, the person being bullied may be able to block the person bullying from their sites and services. Appendix 3 contains information on what service providers can do and how to contact them

Investigation

- Members of staff should contact the Safeguarding Lead
- Staff and pupils should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screenshot of social network pages, print, save and forward to staff whole email messages
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: the local police or CEOP (<http://www.ceop.gov.uk/>)
- Identify the bully. See Appendix 4 for guidance

- Any allegations against staff should be handled as other allegations following guidance in Safeguarding Children and Safer Recruitment in Education.
- Confiscate mobile phone if appropriate
- Contact the police in cases of actual/suspected illegal content

Working with the bully and applying sanctions

The aim of the sanctions will be:

- to help the person harmed to feel safe again and be assured that the bullying will stop
- to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour
- to demonstrate to the school community that cyber bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly
- Sanctions for any breaches of AUPs or internet/mobile phone agreements will be applied
- In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation
- The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change

A key part of the sanction may well involve ensuring that the learner deletes files.

Evaluating the effectiveness of prevention measures

- Identify areas for improvement and incorporate learner's ideas
- It is desirable to conduct an annual evaluation including a review of recorded cyber bullying incidents, a survey of pupil and staff experiences and a parent satisfaction survey
- It is also desirable to publicise evaluation findings; celebrate what works and what improvements are planned

Legal duties and powers

- The school has a duty to protect all its members and provide a safe, healthy environment
- School staff may request a pupil to reveal a message or other phone content and may confiscate a phone;
- If they consider that a mobile phone may contain evidence of bullying or a crime or the potential of a crime they may investigate the specific contents relating to that act.
- Some cyber bullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997.

APPENDIX 2

When and how to contact the service provider:

Mobile Phones

All UK mobile operators have nuisance call centres set up and/or procedures in place to deal with such instances. The responses may vary, but possibilities for the operator include changing the mobile number of the person being bullied so that the bully will not be able to continue to contact them without finding out their new number. It is not always possible for operators to bar particular numbers from contacting the phone of the person being bullied, although some phone handsets themselves do have this capability.

Action can be taken against the bully's phone account (e.g. blocking their account), only with police involvement. An internet search for the relevant mobile operator will provide their customer services contact details.

Social networking sites (e.g. Facebook, Instagram, Twitter, Snapchat)

It is normally possible to block/ignore particular users on social networking sites, which should mean the user can stop receiving unwanted comments. Users can do this from within the site.

Many social network providers also enable users to pre-moderate any comments left on their profile before they are visible by others. This can help a user prevent unwanted or hurtful comments appearing on their profile for all to see. The user can set their profile to public for all to see, or set their profile to "Private", so that only those authorised by the user are able to access and see their profile.

Instant Messenger (IM)

It is possible to block users, or change Instant Messenger IDs so the bully is not able to contact their target any more. Most providers will have information on their website about how to do this. In addition, the Instant Messenger provider can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations and most IM providers allow the user to record all messages.

Email providers (e.g. hotmail and Gmail)

It is possible to block particular senders and if the bullying persists and alternative is for the person being bullied to change their email addresses. The email provider will have information on their website and how to create a new account.

Video-hosting sites

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself.

YouTube provides information on what is considered inappropriate in its terms of service see www.youtube.com/t/termssection5c.

Chat rooms, individual website owners/forums, message board hosts

Most chat rooms should offer the user the option of blocking or ignoring particular users. Some services may be moderated, and then moderators will warn users posting abusive comments or take down content that breaks their terms of use.

APPENDIX 3

Identifying the Bully

Although the technology seemingly allows anonymity, there are ways to find out information about where bullying originated. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or school network account has been used, locating where the information was originally sent from will not, by itself, determine who the bully is. There have been cases of people using another individuals' phone or hacking into their IM or school email account to send nasty messages.

In cases where you do not know the identity of the bully, some key questions to look at:

- Was the bullying carried out on the school system? If yes, are there logs in school to see who it was? Contact the school IT helpdesk to see if this is possible.
- Are there identifiable witnesses that can be interviewed? There may be children who have visited the offending site and left comments, for example.
- If the bullying was not carried out on the school system, was it carried out on a mobile or a particular internet service (e.g. IM or social networking site)? As discussed, the service provider, when contacted, may be able to take some steps to stop the abuse by blocking the aggressor or removing content it considers defamatory or breaks their terms of service. However, the police will need to be involved to enable them to look into the data of another user.
- If the bullying was via mobile phone, has the bully withheld their number? If so, it is important to record the date and time of the message and contact the mobile operator. Steps can be taken to trace the call, but the mobile operator can only disclose this information to the police, so police would need to be involved. If the number is not withheld, it may be possible for the school to identify the caller. For example, another student may be able to identify the number or the school may already keep records of the mobile phone numbers of their pupils. Content shared through a local wireless connection on mobile phones does not pass through the service providers' network and is much harder to trace. Similarly text messages sent from a website to a phone also provide difficulties for tracing for the internet service or mobile operator.
- Has a potential criminal offence been committed? If so, the police may have a duty to investigate. Police can issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message. This may help identify the bully. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation (for example grooming or inappropriate sexual contact of behaviour). The Child Exploitation and Online Protection Centre (CEOP) was set up in 2006 to deal with child sexual exploitation, and it is possible to report directly to them online at www.ceop.gov.uk However, it is important to note that it is the sexual exploitation of children and young people, not cyberbullying, which forms the remit of CEOP.

Information about cyber bullying and civil and criminal laws

It is very important for schools to take cyber bullying seriously. It can be a very serious matter and can constitute a criminal offence. Although bullying or cyber bullying is not a specific offence in UK law, there are criminal laws that can apply in terms of harassment, for example, or threatening behaviour, or indeed – particularly for cyber bullying – threatening and menacing communications.

APPENDIX 4

Some Useful Agencies/Resources

Websites and resources that offer support guidance and strategies for children, young people, schools and parents/carers to prevent all forms of bullying:

Anti-Bullying Alliance

This site offers information advice and resources on anti-bullying. It is intended to be a one stop shop where teachers can download assembly materials, lesson ideas and information including those for Anti-Bullying Week.

www.anti-bullyingalliance.org.uk

Bullying.co.uk

Provides resources for schools, parents and the workplace, and has a good section on cyber bullying. www.bullying.co.uk

BBC Schools

This provides links and resources explaining how to stop bullying. It also signposts examples of successful school anti-bullying projects and ideas. www.bbc.co.uk/schools

CEOP: (Child exploitation online protection)

A government agency that is dedicated to promoting online safety for children who may be vulnerable to sexual exploitation in chat rooms. It works with a number of charities and police across the UK and has a website for learners of all ages called 'thinkuknow'. <http://www.ceop.gov.uk/>. www.thinkuknow.co.uk gives information on on-line safety

ChildLine

This provides a 24 hour helpline for children and young people being bullied in the UK. Children and young people can call 0800 1111 to talk about any problem. It is a major charity that is now housed with NSPCC. It provides training in peer support for pupils and schools and has a range of publications and downloadable resources for children, parents and teachers. <http://www.childline.org.uk>.

Childnet International

This is a charity that aims to make the internet a safer place for children and is dedicated to internet safety. It is concerned to prevent abuse on the internet and cyber bullying. It has advice for children and parents and has some useful resources for teachers of ICT at key Stage 3 on internet safety. It is located in South London (Brockley). www.childnet.com.

Kidscape

Kidscape is committed to keeping children safe from abuse. It is the first charity in the UK established specifically to prevent bullying and child sexual abuse it provides information, good resources and training for children and young people under the age of 16, their parents/carers. It offers a range of courses for professionals. It also provides courses in assertiveness training, workshops for children and young people and develops their confidence and skills to resist bullying and forms of abuse. <http://www.kidscape.org.uk>.

NSPCC

The NSPCC works tirelessly and promotes public campaigns to stop cruelty to children. There is advice on a number of issues related to bullying, child protection, and abuse. Kids Zone which contains details for their child protection helpline for young people who have problems at home or are being bullied. <http://www.nspcc.org.uk>.