THE ARNEWOOD SCHOOL

11 – 19 Academy

"Working Together – Shaping Tomorrow"

ARN/0009

ANTI-BULLYING POLICY

POLICIES AND PROCEDURES PROFORMA

Subject and Version of Document:	Anti-Bullying Policy
Author:	Mr Gough
Persons/Committees etc consulted whilst document in draft:	Governing Body
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By whom agreed:	Full Governing Body
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Principal Target Audience:	All staff

Amendments Summary:

Amend. No.	Issued	Page	Subject
1	March 2018	8	Additions re iPad use

1.0 Key Principle

1.1 The Arnewood School is a member of the Healthy Schools Partnership and we believe that all students have a right to learn in a supportive , caring and safe environment. Everybody should be free from the fear of being bullied.

2.0 Aims

- To promote a supportive, caring and safe environment free from threat, harassment and any type of bullying.
- To show commitment to overcome bullying by a system of positive behaviour management.
- To foster a productive and positive partnership between staff, students and parents to help inform and maintain the school expectations of a bully-free environment
- To promote positive preventive action via the pastoral and academic curricula
- To foster the knowledge and attitudes, with staff students and parents, which will make a bully – free environment

3.0 Bullying – A definition

3.1 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- physical (hitting, kicking, theft,)
- verbal (name calling, racist remarks, sexual and homophobic or gender remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyberbullying (the use of mobile phones and/or the internet deliberately to upset someone else)

and may include within any of the bullying of individuals who are in some way vulnerable.

4.0 Rationale

4.1 The policy:

- Promotes consistency of approach by all staff and students to bullying at school. All staff receive a copy of the policy along with who to speak to regarding any questions relating to it at the start of each academic term. Staff sign to say they have read and understand the policy, as part of the staff handbook.
- Helps create a climate where all types of bullying are unacceptable
- Recognises that bullying is anti social behaviour, affects everyone and will not be tolerated.
- Recognises that attitudes and practices can contribute to bullying and that these may lead to low levels of self confidence, self esteem and achievement
- Recognises that students will be able to benefit fully from the opportunities offered at Arnewood if all issues of bullying are addressed

5.0 School Responsibilities

5.1 The school has a responsibility to:

1. Implement proactive, anti-bullying strategies as follows:

- Encourage everybody to report incidents of bullying
- Promote the use of a range of teaching and learning styles that challenge bullying behaviour, this will include units of work within PSHE lessons across all year groups, assemblies and work across the curriculum.
- Promote a positive and supportive ethos for students and staff
- Promote the use of interventions that are least intrusive and most effective.

- ➢ Provide staff with ways of preventing bullying (see appendix 1)
- ➢ Provide staff with support to resolve issues of bullying and conflict (see appendix 2)
- ➢ Involve the student body (via School Council), Parents and staff body (via teams) in the development and implementation of strategies to reduce bullying
- ➢ Promote awareness of the issue among students, parents and staff via open and regular communication between all interested parties

2. Staff Implementation and reactive strategies to confront bullying in any form as follows:

Staff must report ALL incidents of bullying both physically and electronically. Reporting should be to the HOC if the incident took place during a lesson or the HOY if it happened during tutor time or unstructured time. The middle manager, HOC / HOY, will then follow it up and sanction the student/s, please see below, or take it to a member of the SLT team, in the first instance Mr Gough.

The HOC / HOY most also make sure that the person who had been bullied feels safe and supported.

- ➢ Encourage everybody to report incidents of bullying
- ➢ Deal promptly with any incident of bullying that is suspected or reported
- ➢ Listen to all parties involved in any incident
- ➢ Investigate as fully as possible
- ➢ Record a clear account of the incident including statements from involved parties
- ➢ Take appropriate action and/or refer incident to more senior staff for further appropriate action*
- ➢ Inform tutors of all students concerned
- ➢ Inform the parents of both victims and perpetrators, if appropriate.
- ➢ Retain a record in files of both victim and perpetrator
- ➢ Follow up incidents that have been dealt with to check there has been no reoccurrence

5.2   Sanctions.

Sanction steps that may be taken in the event of bullying (to be recorded via Sanction forms and retained) – Parents/Guardians must be informed

- • official warning to cease offending
- • exclusion from certain areas of the school site
- • withdrawal at break and/or lunch
- • removal from class
- • detention after school (up to 1 hour)
- • fixed term exclusion
- • permanent exclusion

5.3   In cases involving damage, injury or theft the school may involve the police and/or the Child Protection Officer. In these cases parents/guardians will be involved at an early stage.

6.0   Student Responsibilities

6.1   Students should:

- • Report any incidents of bullying to a member of staff as quickly as possible; this will normally be: a classroom teacher, a form tutor, a Head of Year or any member of staff on duty
    - ❑ Treat each other with respect, showing care and courtesy at all times
    - ❑ Co-operate with each other and resolve any differences sensibly

6.2   Parental Responsibilities

- Parental support is vital in resolving bullying.
- Parents should encourage their child to report bullying rather than fight back. Likewise, parents be encouraged to contact the school, in the first instance, through their son / daughters HOY to report incidents of bullying.
- Parents should discourage their child from taking valuables into school to reduce the risk of theft or extortion.
- Parents of children accused of bullying should be invited into school to discuss their child's behaviour

6.3   Acceptable use of iPads, Laptops and PC's
All students and parents/carers will be given an acceptable use policy, which will be explained. Students and parents/carers will be asked to sign a copy to confirm that they have read and understood what the school deems as an acceptable use (See appendix 1)

6.4   To support the Anti-Bullying Policy the school as an Anti-Bullying – A Charter For Action which is available to all students and parents/carers (See appendix 2)

7.0   Monitoring, Evaluation and Review

7.1   The policy will be reviewed annually and an assessment of its implementation and effectiveness will be made. The policy will be promoted and implemented throughout the school.

CYBERBULLYING

WHAT IS CYBERBULLYING? - Cyberbullying can be defined as *the use of mobile phones and/or the internet deliberately to upset someone else*.

Although all bullying behaviour is designed to cause distress and harm, there are several things that make cyberbullying 'different' to bullying behaviour.

- The invasion of home/personal space
- It can be an extension of face-to-face bullying behaviour
- Usually involves more people
- Can take place across different age groups
- Being excluded from a network group can be extremely hurtful
- Anonymity – using another persons identity, i.e. 'hacking' accounts

IMPACT - The audience can be very large and information can be seen by very many, very quickly. When a message is sent, or a picture is made public, it becomes very difficult to control who might see it or have copies of it. This makes it very difficult for the victim to gain a sense of 'closure' over an event. So a single incident can be experienced as multiple attacks. People who cyberbully may try to remain anonymous, this can be disturbing for the victim who may be aware that the person is within their circle of friends but not aware of the actual identity.

BYSTANDERS - Bystanders to cyberbullying can easily become the perpetrators. By passing on, or showing to others, information that is designed to humiliate someone you become an active participant in bullying behaviour. They may not recognise themselves as participating in bullying behaviour but their involvement compounds the misery for the person targeted. It is important that students are aware that their actions can have severe and distressing consequences.

TEXT MESSAGES - Sending abusive text messages means that cyber-bullying can take place any time of the day or night, and the target of the cyberbullying can be reached in their own home, even their own bedroom. While students are told that within school they should walk away from bullying behaviour, it isn't possible to walk away from constant 'phone messages which are created to cause upset. Schools now have broad new powers to discipline and regulate the behaviour of students even in certain circumstances when they are off the school site – these are set out in the Education and Inspections Act 2006

WHY? – Some Cyberbullying is clearly deliberate and aggressive, however, some instances of cyberbullying are known to be unintentional, usually the result of not thinking, or a lack of awareness, of the consequences. Online behaviour is generally less inhibited than offline behaviour. People say things to others online that they would not say offline. Something that could be meant as a 'joke' may not be received as such and might even be deeply upsetting or offensive to the recipient. The bully cannot see the person being bullied so the impact of the message is not seen.   A single act can have unintended consequences. Sending a 'funny' (i.e. embarrassing or humiliating) picture of a fellow student (even a friend) to someone could be viewed as a one-off incident, but the speed of technology means that the sender loses control of the image they have sent. This can lead to wide circulation (very quickly) and can have consequences for the person being bullied far beyond what the original sender may have anticipated.

PREVENTING CYBERBULLYING - There isn't one single solution but the following five actions offer an effective approach to prevention

• Understanding and talking about cyberbullying
• Updating existing policies and practices
• Making reporting cyberbullying easier
• Promoting the positive use of technology
• Evaluating impact of prevention activities

Under the Education and Inspections Act 2006, schools have new powers in relation to out-of school bullying. Staff members and governors will need to understand what these are, so that they can deal with or refer cases appropriately. Students and parents will need to know that the school can provide them with support if cyberbullying takes place out of school.

The role and responsibility of bystanders is very important. In cases of cyberbullying, bystanders have an active role. By forwarding messages, contributing to discussions in a chat room, or taking part in an online poll, this makes them active participants.

 By using the following SMART rules

SAFE — Keep safe by being careful not to give out your personal information - such as your name, email, home address, school name or phone number - to people online.

MEETING — Meeting someone you have only been in touch with online can be dangerous.

ACCEPTING — Accepting emails, messages on IM or opening files, pictures or texts from people you don't know or trust can lead to problems.

RELIABLE — Someone online may be lying about who they are...

TELL — Tell your parent or carer if someone or something makes you feel uncomfortable or worried.

The following website will link to more details of the above 'SMART' rules
http://www.chatdanger.com/smart/

For parents see http://www.childnet-int.org/kia/parents/.

Appendix 1

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The Arnewood School Academy
iPad / Laptop and PC:
Acceptable Use Policy Including e-Safety, and Sexting.

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I will protect and respect myself:
- I will not give out personal information
- I will report any inappropriate sites, images or messages
- I will not arrange to meet online contacts
- I will keep my password and code safe and updated, and never share it with anyone
- I will not delete my browser history, or try to hide or disguise what I have been doing
- I will only use the Apple ID that my parents created for me on my school iPad

I will protect and respect others:
- I will get permission before taking photos of or recording others
- I will not share or publish photos or videos of others without their permission
- I will not download, share or use copyrighted material
- I will not send or forward emails to large groups of people or to people I don't know
- I will not use Air Drop or any app to send anything to people inappropriately
- I will not make personal comments about other people online
- In all communications, I will always use appropriate, sensible and polite language
- I will not engage in sexting and will report any inappropriate messages or images

I will protect and respect my iPad:
- I will keep my iPad charged and not charge it when in school
- I will always keep my iPad in the case provided or another one approved by school
- I will not put drinks or anything that could leak in the same bag as my iPad
- I will not try to use my iPad whilst carrying it to or around the school
- I will not leave my iPad unattended
- I will leave 'Find My iPad' turned on
- I will ensure my iPad is regularly backed up on iCloud
- If I lose or break my iPad, I will report this straight away
- I will not add labels or stickers to my iPad, unless they are approved by the school

I will protect and respect my learning:
- I will clear my task bar before every school day
- I will only use my iPad in lessons when allowed to by my teachers
- I will only use my iPad for specific learning activities when in lessons
- I will not play games at school or during the school day
- I will not access any social networking sites like Skype or Facebook whilst in school
- I will manage my files and apps to leave at least 25% of my storage space free
- I will make sure all of my core apps are always available
- I will back up all of my work, as deleted files cannot be undeleted on an iPad

I recognise that the iPad is a personal device, and that I am responsible in the first instance for making sure it is used appropriately, both in school and at home. I also accept that teachers and technical staff at the school are there to help protect me, my learning, my iPad and other learners. As such, I will allow staff to access my iPad at any time, and to open up applications and look at the content on my iPad, which may be selected at random for inspection.

I will not remove the MDM (Meraki), as this will also remove all of the core apps purchased through the school. I will install and update software as requested, which may be to help keep me safe or to help me learn. I will receive notification of App updates and iOS updates, and will complete these at home. I will allow staff to delete applications, images, contacts or information if they think it is necessary.

Jailbreaking / Better Net is the process which removes any limitations placed on the iPad by Apple. Jailbreaking / Better Net results in a less secure device and is strictly prohibited. I realise that the school will not support jailbroken / Better Net devices, and I will not jailbreak / Better Net my iPad.

I recognise that the iPad is a tool for learning, and that if I behave in a way that disrupts my own learning or the learning of others, I may be sanctioned by the school. These sanctions will be carefully considered, but in extreme cases, or if I repeatedly go against instructions given, this may include disabling features on the iPad, confiscating the iPad, or removing the right to bring the iPad into school.

If technical difficulties occur the iPad will be restored from backup. The school does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image. I recognise that iPad insurance or warranty repair can take between 2-4 weeks. I accept that this policy may be updated, and I agree in principle with future changes.

Student name: _____ Tutor Group: _____

Student signature: _____

For parents/guardians/carers:

I have read through the acceptable use policy and will support the school in looking after my child's iPad. I will set up an Apple ID following the instructions given by the school (no credit card required although I may register one if I wish to purchase additional apps), and will set up 'Find my iPad' as instructed. I will not share my Apple password with my child. As such, I will always be required to enter my password when a new app or update is installed, and I will make sure that no inappropriate or adult apps are installed. I also recognise that once I have entered my password, the iPad will remember it for 15 minutes, which will allow more apps to be installed and other items purchased, unless I change this in Settings.

I accept that, if I have chosen to add a credit card to my Apple ID, I am responsible for any purchases made using my Apple ID. I realise that I can turn off in-app purchases in Settings->General->Restrictions, where I can also change age restrictions, limit explicit lyrics and language etc, and that this area is protected by a passcode that I should not share with my child.

Parent signature: _____ Date: _____

Please note: Over many years of working with one-to-one devices, the school's experience has been that it is impossible to prevent students from sometimes coming into contact with inappropriate material, either accidentally or otherwise. The school's advice to parents has been to have an open-door policy, which means that technology should be used in communal, open spaces, not tucked away in private. This has been more challenging with mobile devices such as phones, and the iPad will provide similar challenges. We believe that the best way to respond to these challenges is to encourage your child to talk with you about anything that concerns them, and for you to show an interest in how your child uses the Internet, social networking sites etc.

The school also believes that, whilst technology is an inevitable part of our lives, we must not let it take over. Some games, on the iPad or on phones or the Xbox etc., can be addictive, and it is important to limit the amount of time that children spend on screens, and to monitor how that time is used. We strongly advise that the iPad is plugged in 'downstairs' to charge overnight rather than being allowed into a child's room at night time.

Appendix 2

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ARNEWOOD SCHOOL

<u>Anti-Bullying – A Charter For Action</u>

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Arnewood School has a 'zero tolerance' policy to ALL bullying behaviour. All incidents are taken seriously and dealt with promptly. We are also a 'telling' school. This means ANYONE who knows about any bullying behaviour is expected to tell a member of staff. By not telling you are allowing this behaviour to continue.

<u>Sources of help</u>
If you are worried about an issue in school – who could you talk to?

Buddies (look for the coloured badge – yellow, red, green, blue)
Prefects
School Counsellor (Matron)
Friends

<u>Possible Solutions</u>
The options below are possible solutions that you can discuss -

Informing the Child Protection Officer (Mrs Rolfe)
Inform your tutor / Head of Year

Support and protection
Help with speaking to parents/carers
Assertiveness skills

<u>Help from outside agencies</u>
It's Your Choice - Tel 0800 515819
Kidscape Parents Helpline (Mon-Fri 10-4pm) Tel 020 7823 5430
Bullying Online www.bullying.co.uk
Get Connected Email help@getconnected.org.uk

Don't suffer in silence!