



ANTI-BULLYING POLICY

This document has been written with regard to 'Preventing and Tackling Bullying' (DfE, July 2017)¹.

RATIONALE, AIMS AND OBJECTIVES

Terra Nova School is fully committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop their full potential. A central feature of the School is that all pupils should care for and support each other. Clear policies are communicated to parents, pupils and staff, and we create an environment of good behaviour and respect, with helpful examples set by staff and older pupils and the celebration of success.

RATIONALE

Terra Nova School believes that:

- All forms of bullying are unacceptable and will always take proactive action should an incident arise;
- Pupils should be taught and understand the damage bullying can do to members of our community and that it is unacceptable;
- In dealing with and identifying bullying, parents, staff and the pupils all have important roles to play;
- Bullying will not be tolerated and any allegation will be treated very seriously. The School treats all pupils, and their parents, fairly and with consideration and expects them to reciprocate this towards each other, the staff and the School;
- Where necessary, we will apply the sanctions described in our Discipline and Exclusion Policy for behaviour that constitutes bullying or harassment of any kind. It is also understood that, although bullying is not a criminal

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

offence, there are criminal laws which apply to harassment and threatening behaviour or communications;

- The School is well aware of the physical and psychological damage that bullying can cause and will therefore act appropriately when allegations of bullying have been made.

AIMS & OBJECTIVES

Terra Nova School aims:

- To create an environment where children feel safe and do not fear bullying;
- To encourage a caring and co-operative attitude among pupils;
- To inform parents, pupils and staff about how to identify and deal effectively with bullying;
- To respond quickly and appropriately to all instances of bullying.

DEFINITION OF BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

RELEVANT INFORMING DOCUMENTS

- Preventing and Tackling Bullying (DfE, July 2017)
- National Minimum Boarding Standards (DfE, March 2015)
- Safe to Learn – Embedding anti-bullying work in Schools (DCSF, 2007)
- Bullying - A Charter for Action (DCSF)

PROCEDURES

IDENTIFYING AND REPORTING BULLYING

Any suspected incident of bullying must be reported to the child's Form Tutor or the Deputy Head, or Headmaster. Incidents may be reported by any member of staff (whether teaching, administrative or ancillary), by pupils or by parents. Sometimes it is not specific incidents but changes in behaviour that may indicate a child is being bullied.

These can include:

- Changes to their usual routine;
- being unwilling to go to school (school phobic);
- becoming withdrawn, anxious or lacking in confidence;
- starts stammering;
- feeling ill in the morning;
- deterioration in school work;
- possessions which are damaged or 'go missing';
- increased aggression;
- disruptive or unreasonable behaviour;
- bullying other children or siblings;
- lack of appetite;
- being frightened to say what's wrong;
- giving improbable excuses for any of the above;
- being afraid to use the Internet or mobile phone;
- being nervous or jumpy when a cyber-message is received.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated and reported by parents and teachers.

COLLECTION OF INFORMATION

When an allegation has been made the Form Tutor or Head will investigate the allegation through conducting an individual interview or discussion with the victim and, as appropriate, with other parties involved. In some instances, to protect a victim, confidentiality can be maintained. A senior member of staff will need to evaluate the information to establish the effectiveness of the School's approach and to enable patterns to be identified.

All information or statements from these inquiries will be recorded as a Behaviour Issue on ISAMS (the School information system) and through this copies will automatically be forwarded to the Headmaster, Deputy Head, Assistant Heads or Form Tutor.

RESPONSE FROM THE SCHOOL

In the event of bullying behaviour being identified both parties will be counselled. The victim will be counselled and given time with a member of staff (most likely, their form tutor) to talk about what has happened, how they feel about the experience, what they feel comfortable with in terms of action taken

and invited to suggest ways that the School can support them further. A clear monitoring framework will be established to reassure the child and parents.

The other parties involved will be informed that no form of bullying will be tolerated and that the School's action policy on bullying follows a set pattern which in repeated cases will lead to parental involvement and, ultimately, expulsion.

A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'². In such circumstances procedures in the School Safeguarding Policy should be followed.³

Pupils who engage in bullying behaviour will receive sanctions but will also be guided to understand their accountability and to help them face up to the harm they have caused. They will be shown the steps to take to repair the damage and will also have an opportunity to discuss the reasons underlying their behaviour and strategies to prevent bullying behaviour in the future.

Parents will be notified at all stages to ensure their support on dealing with the allegations. They will also be given strategies to help at home, if required, and informed of any findings.

MONITORING AND FOLLOW UP

The teacher dealing with the incident (usually the form teacher but it can also be any adult the child feels comfortable to talk with) will agree to meet with the child either daily or every few days to reassure the child, but also to ensure that no further bullying incidents are taking place. At this stage parents will also be encouraged to keep the School informed of any potential issues.

Where pupils do not respond to preventative strategies, the School will impose further sanctions in liaison with parents; further details are contained in the School's Discipline and Exclusion Policy. In many cases these will apply to the particular nature of the bullying or the particular circumstances in which it occurs but might include:

- removal from the group;
- attendance upon the duty staff at breaktimes;
- withdrawal of break and lunchtime privileges;

² Children Act 1989 quoted in DFE guidance *Preventing and Tackling Bullying* (July 2017) p.6 on https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

³https://a276b278-67b4-4507-a222-e9052bb7f8cf.filesusr.com/ugd/452a63_05c83c2e86ac4a359dd1a031abfc73e4.pdf

- extra duties;
- withholding participation in any School trip or event (e.g. sports) that are not an essential part of the curriculum.

Should these sanctions prove ineffective:

- fixed period exclusion;
- permanent exclusion.

The incident will be raised at the appropriate, weekly briefing and the actions put in place discussed. The meeting is chaired by the Deputy Head and attended by all Section Staff. Minutes from the meeting, with action points, are circulated to all staff via the Staff Drive.

PARENTAL CONCERNS

If parents have any concerns about the way that their child has been treated, they should initially contact the Form Tutor. If the concern remains, they should contact the Head or Deputy Head. If these discussions cannot resolve the problem, a formal complaint can be made using the School's Complaints Policy.

BOARDERS

The procedures are the same for day and boarding pupils. In the event of a bullying incident involving a boarder then the Head of Boarding will liaise closely with the relevant Form Tutor, Deputy Head and Boarding Staff. The Head of Boarding meets with all boarders to discuss issues and to ensure there are no initiation ceremonies in place and that all boarders are clear on who to turn to if they wish to report an incident of bullying in the Boarding House.

PREVENTATIVE MEASURES

The School will ensure the whole community is clear about the anti-bullying stance which it takes through policies and procedures communicated to parents, pupils and staff. An environment of good behaviour and respect will be created, with helpful examples set by staff and older pupils, and every chance will be taken to celebrate the success of anti-bullying work.

The School will involve parents fully and make sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Every opportunity is taken to reinforce the message that:

- Any form of bullying at Terra Nova is not accepted;

- Pupils who experience bullying will be heard and that they can be confident in the school's ability to deal with bullying;
- All members of the community (staff, pupils and parents) have a part to play in preventing bullying, including when they find themselves as bystanders;
- All members of the community should report bullying and feel that they can get support to help them feel safe if worried.

Within School the anti-bullying message is developed through the following areas:

- Pastoral guidance from The Pastoral Team and Form Tutors in identifying, responding to and preventing bullying;
- Anti-bullying scheme of work in PSCH EE using educational elements such as assemblies, form periods, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language;
- Participation in national anti-bullying events; anti-bullying week and odd socks day through the anti-bullying alliance;
- 'Concerns' Post Box where children can post their concerns;
- Anti-bullying themes discussed in form period sessions;
- Reinforcement of 'Terra Nova's Core Values'
- Display work reinforcing the anti-bullying culture;
- through cross-curricular themes in subjects such as such as RS and English;
- Use of the Buddy System;
- Staff, pupil, parent training on cyber-bullying prevention;
- Use of School Counsellor and an Independent Listener;
- A weekly Pastoral Team meeting which identifies pupils vulnerable to bullying and strategies to intervene;
- Staff on duty being alert to potential bullying situations and areas where it may be more prevalent such as changing rooms, around the Rifle Range, the lunch queues, and the toilets;
- At the start of each term Form Tutors reinforce and discuss with pupils strategies for dealing with bullying behaviour and what they should do and who they should speak to if they feel that they are being bullied;
- Staff training, as part of new staff induction, periodic whole staff INSET and Form Tutors INSET, raises awareness and ensures that the principles of the School policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available;
- Where appropriate, investment is made in specialised skills to understand the needs of pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

CYBER-BULLYING

Cyber-bullying is bullying that takes place using electronic technology, including mobile phones, computers and tablets as well as communication tools including social media sites, text messages, chat forums and websites. Examples might include abusive text messages, rumours spread via email or dissemination of embarrassing pictures or videos. Cyber-bullying can be an extension of face-to-face bullying, or standalone, with electronic technology providing them with a route to harass their target.

Cyber-bullying differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; the perceived anonymity; the profile of the person doing the bullying of the target.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver.

In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. 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 any-place nature of cyber-bullying.
- Anonymity — the person being bullied will not always know who is attacking 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.

Prevention

Using our school values, we seek to instill values in all members of our School, which should preclude all bullying. These values are supported through Form Time, PSCHEE and assemblies, as well as visits from Cheshire East LEA representatives, representatives from the NSPCC and our local Police Community Officer. There are also Internet Awareness sessions for pupils and parents.

It is crucial to the School's success in dealing with cyber-bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to promote these values and to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

Process

Information is crucial to dealing with the problem. Those who feel that they are being bullied via electronic means, or who are witnesses to what they believe is bullying/cyber-bullying, should always tell a member of staff.

Advice, support and counselling will be offered to all parties involved, and, if necessary, their parents. While recognising that both victim and bully need help, we do not adopt a 'no blame' position.

1. If a pupil receives an abusive email or text, they should report the matter to a member of staff as soon as possible.
2. Depending on the nature of the allegation, the case will be taken up either by the Form Tutor, Pastoral Team, Deputy Head, Head or a combination of these people. The more serious the allegation, the more likely it is to involve senior staff and/or the Police. All incidents will be logged on iSams.
3. An interview will be conducted; a record kept of the interview, and what is said to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on pupil's files with cross referencing to iSams and/or Safeguarding files where appropriate. Interviews will be conducted fairly, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues.
4. 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 Headmaster, 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.⁴

5. 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.⁵
6. Letters written to parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour as well as the consequences of failure to improve.
7. At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of all pupils directly involved and inform them of action taken. Wherever possible, the identity of informers and pupils other than the son or daughter of the parent will not be disclosed.
8. Sanctions applied, where necessary, should be done so in line with the school's Discipline and Exclusion Policy. Additionally, where cyber-bullying is investigated, reference will be made to the Pupil Acceptable Use Policies (AUP).

The following preventative measures are also employed by the school:

- All pupils are expected to adhere to the Pupil Acceptable Use Policy that they sign at the start of each academic year;
- The school may impose sanctions for the misuse, or attempted misuse of the internet;
- Terra Nova issues all pupils with their own personal School email address. Access to social media sites such as 'Facebook' or 'TikTok' or personal email sites such as 'hotmail' is not allowed inside School;
- The school offers guidance to staff, students and parents on the safe use of social networking sites and cyber-bullying through PSCH EE lessons, IT lessons and after-school workshops. These sessions cover blocking,

⁴ DFE guidance *Preventing and Tackling Bullying* (July 2017) p.8 on https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

⁵ Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

removing contacts from 'buddy lists' and sharing personal data. Please see Appendix 1 for further advice offered to pupils;

- Mobile phones are not permitted in classrooms, public areas of the School, or where they may cause annoyance to others;
- The use of cameras on mobile phones is not allowed.



APPENDIX 1: CYBER-BULLYING - ADVICE TO PUPILS

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you five important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it if it does happen. Be SMART:

1. SAFE

Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

2. MEETING

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

3. ACCEPTING

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

4. RELIABLE

Someone online might lie about who they are and information on the internet may not be true. Always check information with other websites, books or someone who knows. If you like chatting online it's best to only chat to your real world friends and family

5. TELL

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.