iMap Education

Section	School Policies
Policy Number	SP-006
Policy Name	Anti-bullying Policy

Creation Date	Review date	Next Review date	Nominated Reviewer
15.07.16	15.06.23	15.06.24	Christine Merrick

ANTI-BULLYING POLICY   Position and values

The aim of the policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring, and safe environment without fear of being bullied. All members of the school community, including, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is, and be familiar with the school policy on bullying: therefore, the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

To protect the rights of all pupils to have a safe and secure learning environment iMap School will continuously work towards preventing acts of bullying, harassment, discrimination and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children, and a child's ability to learn. If such a case arises, the staff at iMap School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to contribute to the school community positively.

Keep all other children safe, happy, and confident.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

Education and Inspections Act 2006

Equality Act 2010

Protection from Harassment Act 1997

Malicious Communications Act 1988

Public Order Act 1986

Communications Act 2003

Human Rights Act 1998

Crime and Disorder Act1998

Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

DfE 'Preventing and Tackling Bullying' Advice for headteachers, staff and governing bodies July 2017

DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

DfE 'Mental Health and wellbeing provision in schools' 2018

DfE National Minimum Standards for residential special schools 2022

2. Clarification of terms

Definition of bullying

For the purpose of this policy, 'bullying' is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.

Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people may have towards those who are different from themselves.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Instagram, Snapchat, and Twitter to harass, threaten, embarrass, intimidate, or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Types of bullying

Physical: Deliberately physically hurting particular children on a regular basis.

Verbal: Deliberately hurting feelings through name-calling etc.

Ostracising: Making someone feel left out and different by deliberately setting out to exclude them

Racist bullying: Bullying another person based on their ethnic background, religion, or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic Bullying: Bullying another person because of their actual or perceived sexual orientation. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different. Homophobic bullying is the most frequent form of bullying after name calling[1].

Transphobic bullying: Bullying based on another person's gender variance or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate, or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal, or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g., SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating, and ostracising someone – usually through verbal and emotional bullying.

Cyber-bullying All areas of internet, such as email and internet chat, Twitter, Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology i.e., camera and video facilities, iPad, games consoles

Types of Cyber bullying

Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.

Denigration: Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.

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1 According to [Stonewall's School report](), 96% of gay pupils hear homophobic remarks such as 'puff' or 'lezza' used in school. 99% hear phrases such as 'that's so gay' or 'you're so gay' in school. 54% of lesbian, gay and bisexual young people don't feel there is an adult at school who they can talk to about being gay.

Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.

Outing: Sharing secrets about someone online including private information, pictures, and videos.

Trickery: Tricking someone into revealing personal information then sharing it with others.

Impersonation: Pretending to be someone else when sending or posting mean or false messages online.

Harassment: Repeatedly sending malicious messages to someone online.

Cyber-stalking: Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying.

Not liking someone.

Being suspended.

Accidentally bumping into someone.

Making other children play things a certain way.

A single act of telling a joke about someone.

Arguments.

Expression of unpleasant thoughts or feelings regarding others.

Isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

Reasons for bullying

Some reasons why children might bully someone include:

They think it's fun, or that it makes them popular or 'cool'.

They feel more powerful or important, or they want to get their own way all the time.

They feel insecure or lack confidence or are trying to fit in with a group.

They are fearful of other children's differences.

They are jealous of another child.

They are unhappy.

They are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional, and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

Depression and anxiety.

Increased feelings of sadness, helplessness, decreased self-esteem, and loneliness.

Loss of interest in activities they used to enjoy.

Unexplainable injuries.

Lost or destroyed clothing, books, electronics, or jewellery.

Frequent headaches or stomach-aches, feeling sick or faking illness.

Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch.

Difficulty sleeping or frequent nightmares.

Declining grades, loss of interest in schoolwork, or not wanting to go to school.

Sudden loss of friends or avoidance of social situations.

Self-destructive behaviours such as running away from home or School, harming themselves, or talking about suicide.

Roles and responsibilities

The Education Act 2002 and Education (Independent School Standards) Regulations 2014 and Education and Skills Act 2008, make reference to a school's legal responsibility to prevent and tackle bullying. By law, all schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment, and victimisation within the school. Additionally, iMap School have developed this anti-bullying policy, a copy of which is available from the school office and on the school website for parents/carers, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Principal or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

The role of Proprietor

The Proprietor supports the Principal with the evaluation, review and implementation of this policy and ensures the school adopts a tolerant and open–minded policy towards difference and promote an inclusive culture.

The Proprietor also supports the Principal in all attempts to eliminate bullying from the school. iMap will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The school monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Proprietor requires the Principal to keep accurate records of all incidents of bullying and to report to the school board on request about the effectiveness of the school's antibullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can use escalation procedures outlined in the complaints policy and

make a complaint to the iMap CEO. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

The role of the Principal

It is the responsibility of the Principal to ensure that bullying at the school is prevented in so far as reasonably practicable by the implementation of an annual anti-bullying strategy. This strategy is regularly reviewed and updated by the senior leadership team. The Principal will ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Principal will ensure that the school keeps accurate records of all incidents, including which type of bullying has occurred, to allow for detailed analysis of all the data collected. The Principal will ensure there is analysis of the data in the bullying records at termly intervals (minimum) to identify any trends, so that appropriate measures to tackle them can be implemented.

It is the Principal who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Principal will draw the attention of children to this fact at suitable moments. For example, the Principal may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Principal will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Principal will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff

Members of staff must be alert to social dynamics and be alert to possible bullying situations, particularly exclusion from friendship groups, and that they report any concerns in school to the Principal.

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

All members of staff will receive training that equips them to identify bullying and to follow school policy and procedures with regard to positive behaviour support.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. 'Ring fenced' time will also be used to praise, reward, and celebrate the successes of all children, and thus to help create a positive atmosphere. Learning will also take place with the children around specific topics such as racism, LGBTQ+, online safety and Anti-Bullying forums will be held both in school and on residential houses.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need

to collect all the relevant information and then provide the Principal with a copy in order that he can decide on an action. All cases are individual and various strategies will be employed by the Principal to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child will be taken very seriously. The Principal, with the support of the iMap CEO, will deal with this and formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Principal being involved in such incidents, reports will be given immediately to the iMap CEO who will also take formal action where necessary.

The role of parents/carers

Parents/carers should be watchful of their child's behaviour, attitude and characteristics and informing the relevant staff of any changes.

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should initially contact their child's class teacher. If they are not satisfied with the action taken, they should contact the Principal.

If they remain dissatisfied, they should follow the escalation procedure detailed in the schools' complaints policy. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

The role of pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are encouraged to not make 'counter threats' if they are the victims of bullying.

Pupils are encouraged to walk away from dangerous situations and avoid involving other pupils in incidents.

Pupils are encouraged to keep any evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

Statutory implications

The school understands that, under the Equality Act 2010, it has responsibility to:

Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the act.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene, or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment, or intimidation and hate crimes.

iMap School Strategies to reduce bullying.

iMap School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

The consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others.

The reinforcement of the clear message that violence has no place at iMap School.

Consultation with the 'Pupil Voice',' You say we listen" forms on appropriate action.

Taking part in initiatives such as Anti-Bullying Week.

Training for all members of staff on anti-bullying policy and strategy.

The supervision by school staff of all communal and play areas at lunch times and breaks.

Providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied.

A clear policy of mobile phones not permitted to be in use during school hours.

The celebration of all pupil's backgrounds and cultures through assemblies.

The training of a cross section of pupils as anti-bullying ambassadors.

During assemblies and PSHE learning sessions discussing and exploring bullying issues with the children.

Raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet).

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

All websites accessed in school are screened. This software screens the language used in all documents, emails, and websites. Rude or offensive emails, websites, documents are sent to the Principal and appropriate action will be taken and recorded.

Effective recording systems.

Working with multi-agency teams including police and children's services as appropriate.

Contacting the parents/carers of both the child being bullied and the bully.

Challenging sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

The school will be alert to and address any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

All reported or investigated instances of bullying will be investigated by a member of staff.

All types of bullying will be discussed as part of the curriculum.

The school will ensure that potential perpetrators are given support as required, so their educational, emotional, and social development isn't negatively influenced by outside factors, e.g., mental health issues.

Diversity, difference, and respect for others is promoted and celebrated through various lessons.

Seating plans will be organised and altered in a way that prevents instances of bullying.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school.
- Unwillingness to attend school.
- Truancy.
- Becoming anxious or lacking confidence.
- Saying that they feel ill in the morning.
- Decreased involvement in schoolwork.
- Returning home with torn clothes or damaged possessions.
- Missing possessions.
- Missing dinner money.
- Asking for extra money or stealing.
- Cuts or bruises.
- Lack of appetite.
- Unwillingness to use the internet or mobile devices.
- Becoming agitated when receiving calls or text messages.
- Lack of eye contact.
- Becoming short tempered.
- Change in behaviour and attitude at home.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional, or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated.
- They have been the victim of domestic abuse.
- Their academic performance has started to fall, which has meant they are stressed.
- If staff become aware of any factors that could lead to bullying behaviours, they will notify the Principal, who will investigate the matter and monitor the situation.

5.   Reporting, sanctions, and monitoring How to report bullying

Any member of staff can be approached to report incidents of bullying, and they in turn will report to the Principal.

The Principal has the overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate.

Procedures

The following steps must be taken when dealing with incidents of bullying:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.

The Principal must be informed immediately.

A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.

The Principal will interview all concerned and will record the incident via CPOMS.

Parents of all parties will be kept informed by the Principal.

Teachers and Teaching Assistants will be kept informed and asked to monitor the situation.

In the first instance the school will seek a restorative and educative approach to bullying. It may also be appropriate to employ a range of appropriate consequences used as part of this approach. There will be regular audit and analysis of incident reports and interventions to continually improve practice.

Monitoring, evaluation, and review

Principal and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

An annual anti-bullying questionnaire will be given to pupils every year. The resulting data will be considered in the annual policy review and reported to the Proprietor.

A record of all such incidents will be kept both centrally and on pupil files.

The numbers of incidents will be reported to the Proprietor fortnightly or provided to them at any time on request.

Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

Useful websites

www.bullying.co.uk www.anti-bullyingalliance.org.uk   www.childline.org.uk
www.kidscape.org.uk www.each.education www.youngminds.org.uk
www.youngstonewall.org.uk www.nspcc.org.uk www.stoptextbully.co.uk
www.beyondbullying.com www.childnet-int.org www.thinkyouknow.co.uk
www.cyberbullying.org.uk www.eachaction.org.uk www.stonewall.org.uk
www.thedianaaward.org.uk www.unicef.org.uk/rights-respecting-schools/

This policy should be read in conjunction with the following iMap School.

Complaints Policy

Equality and Diversity Policy

Child Protection and Safeguarding Policy & Procedures

Staff Code of Conduct

School Behaviour Policy

This Policy will be reviewed annually.