



Anti-Bullying Policy

Policy Category:	Whole School
Responsible:	Vice-Principal Pastoral
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Anti-Bullying Policy - General Statement

At DBS we are committed to providing a caring and safe environment for all of our students, so they can learn in a nurturing and secure atmosphere. Bullying behaviour of any kind is unacceptable at our school and at DBS we follow the *Education (Independent School Standards) Regulations 2014* and the *Department for Education - Preventing and Tackling Bullying (July 2017)* guidance. If bullying behaviour does occur, all students should be able to tell and be assured that all incidents will be dealt with promptly and effectively. At DBS we take a zero tolerance approach to bullying behaviour in all its forms and consider it a most serious offence. **All allegations of bullying are investigated.**

Definition: 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 and is often motivated by prejudice against particular groups or individuals, based on grounds of race, religion, gender, sexual orientation, special educational needs (SEN) or disabilities. (DfE July 2017)

1. Aims and Objectives

This policy aims:

- To demonstrate that DBS takes bullying seriously and that it will not be tolerated in any form.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incidents of bullying.
- To promote a school where students treat each other with respect and care.
- To inform everyone connected with DBS of the school's anti-bullying policy.

1.1 Role of the Staff

All staff must:

- Consistently comply with this policy.
- Be aware of the signs of bullying in order to prevent bullying from taking place.
- Take all forms of bullying seriously.
- Encourage students to report any incidents of bullying to any member of the school.
- Raise awareness of the wrongs of bullying through Well-Being sessions and assemblies.
- Use preventative strategies such as circle time and buddy systems.
- Undertake the appropriate CPD training/INSET (Educare)
- Report and deal with all incidents of bullying consistently and fairly.

1.2 Role of the Students

All students must:

- Be aware of and comply with this policy.
- Report it if they feel they are being bullied.
- Report it if they see someone being bullied.
- Discuss ways of preventing bullying through the school council.
- Treat others, their work and equipment with respect.
- Talk to others without shouting and will use language which is neither abusive or offensive.
- Support the school Code of Conduct:
 - Listen carefully and follow instructions
 - Respect themselves, others and the environment (for younger students: keep hands, feet and objects to themselves)
 - Use positive language (including body language)

1.3 The Role of Parents

All parents must:

- Be aware of and support this policy.
- Report to the school any concerns they have of their child being bullied.
- Be assured that the school will deal with all incidents of bullying.
- Be assured that they will be informed of incidents and will be involved in discussions.
- Support the school Code of Conduct.

2. What does Bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- humiliating
- making offensive comments or gestures
- physical assault - pushing, kicking, hitting, pinching, threats and other forms of violence
- taking or damaging belongings
- cyberbullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people

2.1 Why are children and young people bullied?

- bullying related to race, religion or culture
- bullying relating to Special Educational Needs or disabilities
- bullying related to health or appearance
- bullying related to sexual orientation or sexual identity
- bullying relating to Young Carers or LAC's
- sexist or sexual bullying
- bullying related to symptoms/discovery/fear of Covid infection

2.2 Possible signs of bullying

Students who are being bullied may show the following types of behaviour:

- anxious, reserved, insecure or shy
- aggressive, argumentative, moody
- variety of physical symptoms, headache/stomach ache, going regularly to the nurse
- unaccountable repeated loss of money/property/bags
- truancy or feigning illness
- low self-esteem and low self-confidence
- pupils isolated or disengaged
- cuts, bruises, torn or ruffled clothing
- outgoing pupils become withdrawn

3. Procedures

All DBS staff must be vigilant and responsive to bullying behaviour. Staff supervision within the academy environment should be consistent and active (before/after school, between lessons, breaks and lunchtimes). We are **a telling school** and this is communicated to the students frequently and effectively. In accordance with *Section 90 and 91 of the Education and Inspections Act (2006)*, DBS staff members have the power to discipline students for misbehaving/bullying outside the school premises and any examples of this will be actioned in the same manner.

All incidents must be reported to the relevant Head of Section for investigation and also shared with the relevant Form/Class/House teacher and logged on the students pastoral records on WCBS, whether the incident has taken place at DBS or the student(s) have disclosed concerns of bullying elsewhere.

The Head of Section will investigate any allegations thoroughly and feedback the next steps with the students, parents and relevant staff. Any sanctions will be consistently applied in accordance to the relevant Rewards and Sanctions Policy (Pre-Prep, Prep and Senior).

Accurate records are essential, so patterns and frequency can influence the decisions made about how best to intervene. Records must include details of who, where, when, what happened, what action was taken and any follow up. Staff will work closely with the parents of all students involved, throughout any allegations until the matter is resolved.

4. Cyberbullying

Definition: Cyberbullying refers to any harassment that occurs via the internet, mobile phones or other devices. Communication technology is used to intentionally harm others through hostile means, such as sending text messages and posting ugly comments on the internet. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

At DBS, ICT specialist teachers cover 'E-Safety' in great depth prior to students gaining school email accounts or using online storage facilities. At the end of the topic, students have ownership of creating their own set of rules and advice on how to stay safe online and also have to complete the DBS iPad Pilots licence.

4.1 Types of Cyberbullying

There are many types of cyberbullying, these can include:

- Text messages that are threatening or cause discomfort.
- Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
- Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name.
- Chat Room bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom.

- Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online.
- Bullying via websites: use of defamatory blogs, personal websites and social networking sites eg WhatsApp, SnapChat, Instagram, Facebook, Twitter

4.2 How is Cyberbullying Different?

Bullying is bullying wherever and however, it takes place:

- Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics.
- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously. Cyberbullying can occur on a vast and rapid scale.
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation.
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident. 'Bystanders' can easily become perpetrators.
- The 'profile' of a cyberbully or a target varies - age/size is not an issue.
- Cyberbullying incidents can be used as evidence.
- Cyberbullying can occur unintentionally often due to a lack of - 'It was only a joke'.
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.
- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (e.g. the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL - Tell You Later); this makes it difficult for adults to recognise potential threats.

At DBS, we take this form of bullying as seriously as all other types and therefore, will deal with each situation carefully. An issue may result in a verbal warning or parental discussion. Cases deemed more serious, will result in further sanctions.

4.3 Key advice to students

Adapted from the Department for Education (DfE 2017) guidance, the following points are taught to students on a regular basis, especially when teaching about internet use:

- Always respect others - think about what you say online and what images you send / post.
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control.
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like a mobile phone number or email address to trusted friends.
- Learn how to block or report online bullies or anyone whose behaviour causes you concern.
- Do not retaliate or reply.
- Save the evidence - text messages, online conversation, pictures, etc.
- If you're worried, always make sure you tell an adult you trust, the service provider e.g. website, mobile phone company, school or police.
- If you see cyberbullying take place then support the victim and report the bullying

4.4 Key advice for parents/carers (Adapted from DfE 2017 guidance)

- Be alert to your child being upset after using the internet/phones - they may be secretive, change relationships with friends.

- Your child is just as likely to be a bully as to be a target.
- Talk to your child and understand how they are using the internet and their phone.