Cardiff Academy

ANTI-BULLYING POLICY

Date approved: September 2018
Approved by: Principal
Frequency of review: Annual
Last review: September 2018
Next review due: September 2019

INTRODUCTION

The school recognises its responsibilities to combat bullying in school as outlined in the National Assembly Circular 23/03 'Respecting Others: Anti-Bullying Guidance and 'Respecting Others: Anti-bullying Overview Guidance document: 050/2011.

DEFINITION

The Department for Education (2014) defines bullying as:

'...behaviour by an individual or group repeated over time, that emotionally hurts another individual or group either physically or emotionally.'

At Cardiff Academy we describe bulling as:

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents .' If an incident of bullying in school involves any form of sexual harassment or impropriety, any action taken must also have due regard to the school's child protection policy.

THE NATURE OF BULLYING

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated often over a period of time (whilst recognising that even a one-off incident can leave a pupil traumatised and nervous of future recurrence)
- difficult for victims to defend themselves against
- Individual pupils' perspectives on what constitutes bullying is also a key element to take intoaccount

Bullying can take many forms, but three main types are:

- **physical** - hitting, kicking, taking belongings, sexual harassment or aggression
- **verbal** - name calling, insulting, making offensive remarks
- **indiect** - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails, text messages or using social media on laptops, mobile phones and tablets

Name-calling is the most common direct form bullying:

This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation (or perceived); or some form of disability.

Harassment can also include bullying of children who are from other parts of the United Kingdom, or even other parts of Wales.

The School can also carry out an enhanced DBS check on a person who would be carrying out regulated activity but for the fact that they do not carry out their duties frequently enough i.e. roles which would amount to regulated activity if carried out more frequently.

- Name-calling can also occur where a pupil has a different dialect or accent from the majority in the class or school.

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking close friends in school
- being shy
- an over-protective family environment
- behaving inappropriately, intruding or being a 'nuisance'
- having a precocious talent
- being different in some obvious respect – such as stammering
- having Special Educational Needs or a disability
- physical, mental or sensory impairment
- scarring or disfigurement on the face or body
- mental illness
- having a long-term medical condition such as diabetes or asthma
- physical characteristics, such as 'thinness' or obesity. Different stages of puberty can mean individuals may be early or late developers. Being different from the perceived norm of the peer group may mean you are seen as a target for bullying
- being from a different racial or ethnic group to the majority
- religious affiliation
- speaking a different language from the majority of the pupils
- coming from a small village to a city school or from a city to a small town or village school
- possessing expensive accessories such as mobile phones or computer games (or conversely not possessing these)
- a knowledge or perception that a child has a sexual orientation which is different from the majority having physical characteristics or traits which do not conform to recognisable traditional forms of masculinity or femininity
- coming from a different social class than that of the majority of the pupils
- evidence of poverty
- clothing
- being from a family with unorthodox or 'different' family structures
- looked After Children or young carers
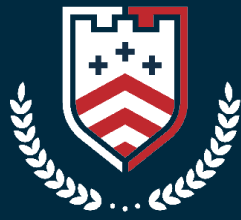
At Cardiff Academy staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated. The school recognises that bullying can have serious effects on the health and well being of the victims and, therefore, takes its responsibility seriously to investigate and resolve all incidents of bullying behavior.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people. Pupils will be encouraged to understand that they have a right to be listened to and what they should do if they have a problem. Parental concerns will be taken seriously and reported incidents will be investigated and followed up in accordance with the school's procedures.

The school will be proactive in raising awareness of the problem of bullying, of the school's anti-bullying policy and of strategies to deal with bullying, through assemblies, PSHE lessons, group discussions and meetings of the School Council.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always to begin with a caring, listening, restorative approach as bullies are often victims too – that is why they bully
Safer Recruitment Training or refresher training as applicable.

All applicants who are invited to an interview will be required to bring evidence of their identity, address and qualifications. Original document will only be accepted and photocopies will be taken. Unsuccessful applicant documents will be destroyed six months after the recruitment programme.

- Discussions at length with the victim. This will require patience and understanding:
  Remember – listen, believe, act, reassure

- Identify the bully/bullies. Obtain witnesses if possible. Advise the Principal as soon as possible

- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Cardiff Academy.

- If they own up then follow the procedure outlined below and in the Discipline Policy

- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts

- Hold separate discussions with parents of bully and victim in order to secure their understanding and full support.

- Sanctions for the bully will be applied in accordance with the Discipline Policy (see above) and will depend on the seriousness and extent of the bullying. Usually, as with other examples of bad behaviour, lesser sanctions (such as detention/ loss of privileges/ letter of apology) will be applied to begin with, graduating to more significant formal sanctions for repeated or serious incidents (see above)

- Develop support and intervention strategies (see National Assembly Circular 23/03 'Respecting Others: Anti-Bullying Guidance' (September 2003)) aiming to solve/ to reduce the problem such as:

1. Cooperative group work
2. Restorative interview
3. Circle time
4. Mediation by peers
5. Circle of friends
6. Peer support
7. Buddying or befriending
8. Quality Circles
9. The support group approach
10. Assertiveness training groups
11. Mediation by adults
12. Restorative meetings
13. Working with victims
14. Working with outside agencies
15. Continue monitoring the situation by observing at playtimes/ lunchtimes and having discussions with victim and bully to ensure no repetition.
    In some cases the extent of the bullying may result in the exclusion, permanent or fixed term, of the bully

As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

BULLYING BECAUSE OF RACE, GENDER, SEXUAL ORIENTATION, DISABILITY OR LONG-TERM HEALTH CONDITION

The school recognises that incidents of bullying may arise because of race, gender, sexual orientation, disability or long term health condition. Incidents of racism may not necessarily constitute bullying and therefore this policy works in conjunction with the School's Education for Ethnic Diversity policy which details procedures for dealing with racist incidents.

The school is aware that some aspects of sexual bullying may involve child protection issues. In these instances this policy works in conjunction with the school's Child Protection Policy and staff are asked to report any concerns to the school's Child Protection Officer.

The school will deal with specific incidents in these areas in accordance with the procedures outlined above. It will also seek to explore issues of diversity, difference, racism, sexism and discrimination throughout the curriculum in order to educate and raise pupils' understanding.
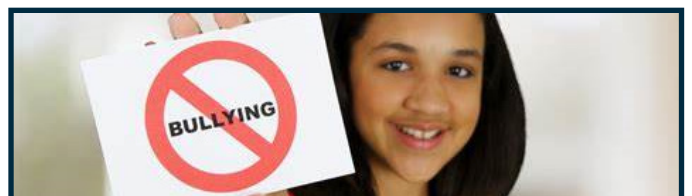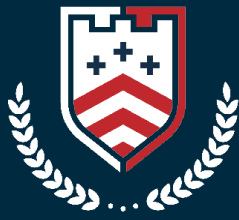
BULLYING BY TEXT MESSAGES ON MOBILE PHONES AND BY EMAIL

This is an increasing problem and is difficult to trace, requiring schools to be particularly vigilant and innovative in finding solutions. The school will remind children to be careful who they give their phone number to, and keep a record of the date and time of any offensive message. Victims will be encouraged to save messages they are concerned about and let a member of staff see them.

When pupils report bullying text messages the school will take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will be dealt with firmly (see approach to sanctions outlined above). The same also applies to malicious e-mails sent by other pupils.

CYBERBULLYING

What is cyberbullying?
Bullying is purposeful, repeated behaviour designed to cause physical and emotional distress. Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks.

Cyberbullying is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

- Technology can be used to carry out a wide range of unacceptable or illegal behaviours. Cyberbullying can include:
  - intimidation and threats
  - harassment and stalking
  - vilification/defamation
  - exclusion or peer rejection
  - impersonation
  - unauthorised publication of personal information or images
  - manipulation
- Cyberbullying can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group.
- Cyberbullying can be a way for someone being bullied face-to-face to retaliate.
- Cyberbullying can be carried out by individuals or groups who are known to the person being bullied.
- There are also cases where individuals have been cyberbullied by people or groups they have never met.
- Any member of the school community – pupil, staff member, parent or carer – can be involved in and be affected by cyberbullying. Cyberbullying can take place between pupils; between pupils and staff; between parents and carers and pupils; between parents and carers and staff; and between staff members.
- Cardiff Academy works with the whole school community to understand, prevent and respond to bullying behaviour, including cyberbullying.

- Cyberbullying can include discrimination and hate crimes, including:
  - sexist bullying
  - racist and faith targeted bullying
  - bullying related to sexual orientation (homophobic or biphobic bullying)
  - bullying related to gender identity (transphobic bullying)
  - bullying of people because they have special educational needs and disabilities

## FORMS THAT CYBERBULLYING CAN TAKE

Threats and intimidation
- Threats can be sent by mobile phone, email, within online games, via comments on websites, social networking sites or message boards.
- Threats can include violence, including sexual violence, or threats to disclose information about someone that may harm them, or that they are not ready to share – for example, the threat to make someone's sexual orientation or gender identity known (to 'out' someone) when they may not feel ready for this.

Harassment or stalking
- Repeatedly sending unwanted text or instant messages, or making phone calls (including silent calls).
- Using public forums, such as social networking sites or message boards, to repeatedly harass, or to post derogatory or defamatory statements.
- Tracking someone's activity and collecting information about them, for example by searching databases and social network services; by pretending to be other people and 'friending' the person; or by using spyware.
- Doxing (which comes from the slang 'dox' for 'documents') is the practice of posting personal information about someone online without their permission.

Vilification/defamation
- Posting upsetting or defamatory remarks about an individual online, or name-calling, general insults, and prejudice-based bullying, for example sexist, homophobic and racist messages.
- 'Slut-shaming' can be defined as the practice of attacking (primarily) girls and women on the grounds of perceived or fabricated transgressions of socially acceptable sexual behaviours i.e. reposting of texts or images, or the fabrication of information. This practice attacks girls and women on the grounds of their gender and sexual identities, and aims to regulate their behaviour by sending the message that what is deemed as sexually inappropriate conduct can be legitimately used to publically humiliate them, whether they engage in it or not.
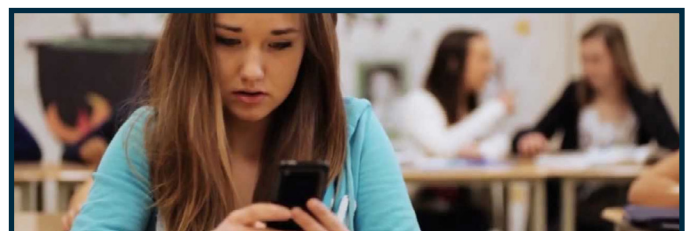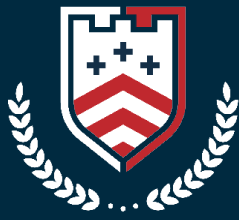
Ostracising/peer rejection/exclusion

- Online exclusion may be harder to detect than people being marginalised in a physical space, such as a classroom. Social networking sites can be an important extension of a person's social space and activity.
- On some services, it is possible for members to set up a closed group, which can protect members from unwanted contact, but can also be used to exclude others. Functions that can be used to block abusive behaviour can also be used to exclude others online.

Identity theft/unauthorised access and impersonation

- 'Hacking' is generally used to mean accessing someone else's account, by finding out or guessing their username and password information for example. Unauthorised access of systems, accounts or files is not automatically a form of cyberbullying, but it is always a serious issue. Unauthorised access to computer material is illegal.
- There are cases where sites have been set up which make use of school logos and name, or using photographs of staff or students taken from the school website without permission.

Publicly posting, sending or forwarding personal or private information or images

- The deliberate public sharing of private content can be designed to embarrass or humiliate, and once such messages or content are made public, containing them becomes very difficult.
- Creating, possessing, copying or distributing images of children and young people under the age of 18 which are of an indecent or sexual nature is illegal, even if they were taken in 'fun' or by 'willing' parties, or if they were taken and distributed by the subject of the photograph.
- Sharing private, sexually provocative or sexually explicit photographs or films of adults (of people aged 18 and over) without their consent, and with intent to cause distress ('revenge porn'), is an offence, regardless of whether the subject initially consented to the creation of the content or created the pictures themselves.

Characteristics of cyberbullying

All forms of bullying are harmful and unacceptable, including cyberbullying. The use of technology in cyberbullying means that there are some significant characteristics that differ from bullying that takes place in physical spaces. These include:

Profile: people do not have to be physically stronger, older, or more popular than the person they are bullying online.

Location: cyberbullying is not confined to a physical location and it can take place at any time. Incidents can take place in their own home, intruding into spaces that have previously been regarded as safe and private.

Audience: online content can be hard to remove, and can be re-circulated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into cyberbullying, for example, by reposting, sharing and comments.

Anonymity: the person being bullied will not always know the identity of the person or people bullying them. They also will not know who has seen the abusive content.

Motivation: cyberbullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into cyberbullying involving a number of people over time.

Evidence: online and mobile communications leave a digital trail.

Legal duties and powers

- Cardiff Academy has a duty to protect students from all forms of bullying behaviour and provide a safe, healthy environment.
- Through our lessons - PSHE and Computer Science - we teach pupils about online safety though teaching and learning opportunities and following the Digital Competency Framework.
- All school staff have a duty to ensure the health, safety and welfare of employees and follow Welsh Government advice and guidance on safety online. This guidance is displayed as posters at key points throughout the school.
- All school staff have a responsibility to provide a safe environment in which children can learn, this includes in digital as well as physical spaces.
- All teachers, including the Principal, safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties by signing up to the EWC Professional Code of Conduct.
- Cardiff Academy has a Safe Use of ICT policy that all pupils and school staff have to sign and adhere to. This outlines accepted and expected forms of behaviour on social media and use of social media; both inside and outside of school.
- All school staff and pupils at Cardiff Academy understand that they represent the school, its values and its culture and ethos whether they are in school; outside of school or online. As such, any action that brings the name of the school into disrepute or creates harm and upset to others will be dealt with in line with the School's Disciplinary Policy.

Civil and criminal law

Bullying, or cyberbullying, is not a specific criminal offence in UK law, however harassment, malicious communications, stalking, threatening violence, and incitement are all crimes. There are a range of laws that criminalise activity that may be related to cyberbullying, including discrimination, harassment and threats.

The age of criminal responsibility in England and Wales is 10. It is worth noting the Crown Prosecution Service (CPS) Guidelines on prosecuting cases involving communications sent via social media:

"The age and maturity of suspects should be given significant weight, particularly if they are under the age of 18 [...] Children may not appreciate the potential harm and seriousness of their communications and a prosecution is rarely likely to be in the public interest".
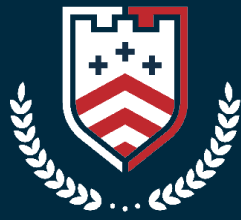
These laws include:

Equality Act 2010: establishes that it is against the law to discriminate against anyone because of protected characteristics. Protected characteristics include disability, gender reassignment (when a person undergoes a process, or part of a process - social or medical - for the purpose of reassigning their sex), race (including colour, nationality, ethnic or national origin), religion or belief, sex and sexual orientation.

Protection from Harassment Act 1997: includes criminal and civil provision for harassment (incidents that have happened repeatedly, i.e. on more than two occasions). It also provides a more serious offence of someone causing another person to fear, on at least two occasions, that violence will be used against them. Stalking, including cyberstalking, is covered.

Communications Act 2003: covers all forms of improper public communications, and makes an offence of sending grossly offensive, obscene, indecent or menacing messages, or of sending (or causing to be sent) messages causing annoyance, inconvenience or needless anxiety.

Computer Misuse Act 1990: may apply when cyberbullying takes the form of hacking into someone else's account. There are also additional civil laws on confidentiality and privacy.

Criminal Justice and Courts Act 2015: criminalises the sharing of private, sexual photographs or films ('revenge porn') of adults without their consent, with the intent to cause distress.

Protection of Children Act 1978: criminalises the taking, creating, showing, distributing, possessing with a view to distributing, and publishing any advertisement of indecent photographs of children (people under the age of 18).

Criminal Justice Act 1988: makes the possession of indecent photographs of children (under 18) a criminal offence.

Whilst the school is not directly responsible for bullying off its premises, it will nevertheless encourage pupils to speak up if they are being bullied (e.g. on the way to school) and it will take steps to support them and to resolve the situation. Possible supporting actions might include:

- talking to the local police about problems on local streets (if necessary seek a police presence at trouble spots)

- talking to the transport company about bullying on buses or trains
- allocating senior pupils to a bus close to where they live
- operating a bus buddy system whereby senior pupils report incidents to designated members of school staff
- considering involving parents or members of the local community
- talking to the head of another school whose pupils are bullying off the premises
- mapping safe routes to school, and tell pupils about them (software available from Map IT Ltd 01487 813745)
- talking to pupils about how to avoid or handle bullying outside the school premises

With regards to cyberbullying Cardiff Academy does not allow mobile devices in school and has strict filters on the use of ICT. As such, any cyberbullying that occurs does so outside of the school and will be dealt with in line with the School Discipline Policy. Cardiff Academy will work with parents; police and other stakeholders to ensure that any incidents of cyberbullying are dealt with swiftly, proportionately and within the full remit of the law.

CYBERBEING PROACTIVE IN IDENTIFYING BULLIES/ INCIDENTS OF BULLYING

- In order to identify incidents of bullying and the identities of bullies, at Cardiff Academy we have agreed to carry out the following strategies:
- All staff watch for early signs of distress in pupils - particularly exercising vigilance in areas outside the classroom such as corridors/ playground/ dining room/ toilets
- All staff listen, believe, act, reassure
- Bully boxes in school where children can put written notes if they feel they cannot speak about their problem
- Posters in school advertising these measures and dissuading children from bullying
- The ChildLine telephone number to be displayed clearly in school

The management of this policy will be under the direction of the Principal. The policy and its implementation will be monitored and reviewed by the Senior Leadership Team, working in consultation with all staff and pupils, as part of the school's cycle of self-evaluation and review. The views of all stakeholders will be sought through, for example, class discussions in form periods/ PSHE, meetings of the School Council and questionnaires.