Anti-Bullying and Anti Cyber Bullying Policy

Ringmer Primary and Nursery School

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May 2021	Review dates updated	
May 2023	Statement regarding Playground Charter added. Playground Charter included as Appendix 3.	
May 2025	No changes made	
May 2026	Cyber bullying section updated and how to identify bullying updated	

Anti-Bullying and

Anti Cyber Bullying Policy



The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

There is no legal definition of bullying but the information from the DfE Website states:

Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

Verbal abuse:

- name-calling
- saying nasty things to or about a child or their family.

Physical abuse:

- hitting a child
- pushing a child
- physical assault.

Emotional abuse:

- making threats
- undermining a child
- excluding a child from a friendship group or activities.

Therefore bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Specific incidents of bullying include racist, homophobic, related to sex or gender or bullying on account of a child's special educational needs or disabilities.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, lacking concentration, feigning illness, taking unusual absences or clinging to adults. Pupils must be encouraged to report bullying in schools.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep, is unable to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes eating habits (stops or over eats)
- goes to bed earlier than usual
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous/jumpy when a text or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.



Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation

Schools

The school adheres to an anti-bullying charter displayed in the school

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- The class teacher will interview all concerned and record the incident on my concern
- A clear account of the incident will be recorded and given to either Headteacher (Miss Crompton) or the Head of School (Mrs Crane)
- The involved member of the Heads team will interview all concerned and will update the incident on my concern
- Class teachers will be kept informed
- Parents will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- A clear and consistent message to be given to all parties; children who bully rely upon individuals not telling in fear of being called further names and of becoming socially excluded from their peer group.

Pupils

Pupils who have been bullied will be supported by:

o Offering an immediate opportunity to discuss the experience with a member of staff of their choice
o Reassuring the child that they have done the right thing in telling
o Offering continuous support
o Restoring self-esteem and confidence



Pupils who have bullied will be helped by:

o Discussing what happened
o Discovering why the pupil became involved
o Establishing the wrong doing and need to change
o Informing parents or carers to help change the attitude of the pupil

The following disciplinary steps can be taken:

o Official warnings to cease offending
o Exclusion from certain areas of school premises
o Internal exclusion
o Fixed-term exclusion
o Permanent exclusion

Ringmer Primary and Nursery School works hard to encourage all children to make the right choices in dealing with peer situations.

During unstructured play times, the lunchtime supervisors are encouraged to take an active role in offering support to children who experience inappropriate behaviour and have received training to develop a greater awareness that; children sometimes bully others because they do not know that it is wrong; they haven't learnt other ways of mixing with their school friends; friends can encourage each other to bully; they are going through a difficult time and are acting out aggressive feelings. Regular training helps the play leaders to develop a clear understanding of the characteristics of bullying and apply strategies to help distinguish between isolated and repeated incidences of inappropriate behaviour. A playground charter has been created with the pupils and implemented. It is referred to by play time and lunchtime supervisors to support children's understanding of the behaviour expectations. Please see appendix 3.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE, SMSC, assemblies and subject areas in an attempt to eradicate such behaviour.

Monitoring, evaluation and review

The school will review this policy bi-annually and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the school.



Cyberbullying is a form of bullying

It is important to recognise that cyberbullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyberbullying cases through their existing anti-bullying and behaviour policies and procedures.

Cyber bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below;

- excluding a child from online games, activities or friendship groups
  - sending threatening, upsetting or abusive messages
  - creating and sharing embarrassing or malicious images or videos
  - 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
  - voting for or against someone in an abusive poll
  - setting up hate sites or groups about a particular child
  - creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

In all cases of bullying, incidents should be properly documented, recorded and investigated. Support should be provided for the person being bullied, other staff members and parents should be informed as appropriate, and those found to be bullying should be interviewed and receive appropriate sanctions.

There are particular features of cyberbullying 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 cyberbullying 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 cyberbullying.

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

Weekly online safety lessons ……

With online safety and its relevant themes acting as a ‘golden thread’ throughout the curriculum, we believe that our 2BeSafe sessions should not be limited to being taught solely within a class’s computing lessons. Online safety forms a fundamental part of a school’s child protection and safeguarding measures. The children are taught ‘age and stage’ specific content once a week that contribute to the prevention of cyberbullying through engaging lessons. The content of these sessions include:

- How to describe issues online (cyberbullying, inappropriate content, inappropriate contact) that could cause negative feelings.
- How to get help both online (report/block tools, Childline, NSPCC) and offline (trusted adults).

- Recognise why seeking help quickly is important for safety and wellbeing.
- Understand what bullying is, how people may bully others, and how bullying can make someone feel.
- Explain what bullying is, how people may bully others, and how bullying can make someone feel.
- Identify different types of bullying, including verbal, physical, social, and cyberbullying.

Practices and procedures to report and respond to incidents of bullying and discrimination are in place in the school, and the majority of cyberbullying cases will be effectively dealt with within existing protocols.



In addition to existing procedures, staff should be particularly aware of the following during any response to cyberbullying incidents:

- supporting the person being bullied
- recording and investigating incidents
- working with the bully and sanctions

Pupils will be subject to an acceptable use policy which encourages sensible use of new technologies.

Responding to an incident

When responding to cyberbullying concerns, the school will:

● Act as soon as an incident has been reported or identified.
● Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
● Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
● Take all available steps where possible to identify the person responsible.
This may include:

- *Looking at use of the school systems*
- *Identifying and interviewing possible witnesses*
- *Contact the service provider and the police, if necessary.*
- *Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.*
- *Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)*
- *Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.*
- *Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.*
- *Inform the police if a criminal offence has been committed.*

- Contact and work with parents
- Provide information to staff and pupils regarding steps they can take to protect themselves online. *This may include:*
- *advising those targeted not to retaliate or reply*
- *providing advice on blocking or removing people from contact lists*
- *helping those involved to think carefully about what private information they may have in the public domain.*

School will access the Childnet Cyberbullying advice and resources
[Cyberbullying Guidance | Childnet]



Appendix 1

Anti-Bullying Charter

At Ringmer Primary and Nursery School in accordance with the UN Convention of Rights for the Child: We have the right to:

- **work, learn and play happily and in safety.**

We have the right not to be bullied due to:

- **how we look,**
- **where we are from,**
- **what we believe,**
- **who we love**
- **how we were born.**

<u>We respect the rights of everybody to be accepted as an individual.</u>

I will try to always be on my best behaviour
I will always help others
I will show respect to other pupils and staff in the school
I will be kind to others
I will treat people fairly
I will respect all religions and races
I will let an adult know if I am feeling hurt or bullied
I will take responsibility for my own actions and the words that come out of my mouth

I will not use racist or other discriminatory language
I will not use homophobic language
I will not use my body or my words to hurt another child or adult in school
I will not take my own anger out of another child or adult in school
I will not judge people because they are different from me or by their appearance
I will not suffer in silence

I agree to uphold the Ringmer Anti-Bullying Charter and make our school community a happy and safe place in which we can all do our very best.



Signed:……

Date:……..

Appendix 2 - Acceptable use Policies

RP&NS Pupil Acceptable Use of Technology Policy Agreement

(including Remote Learning)

Early Years and Key Stage 1 (0-6)

This is how we stay safe when we use computers at school and at home:

I will ask an adult if I want to use the computers / devices and will only use it when they are with me;

I will only use activities that an adult has told or allowed me to use;

I will keep information about me safe;

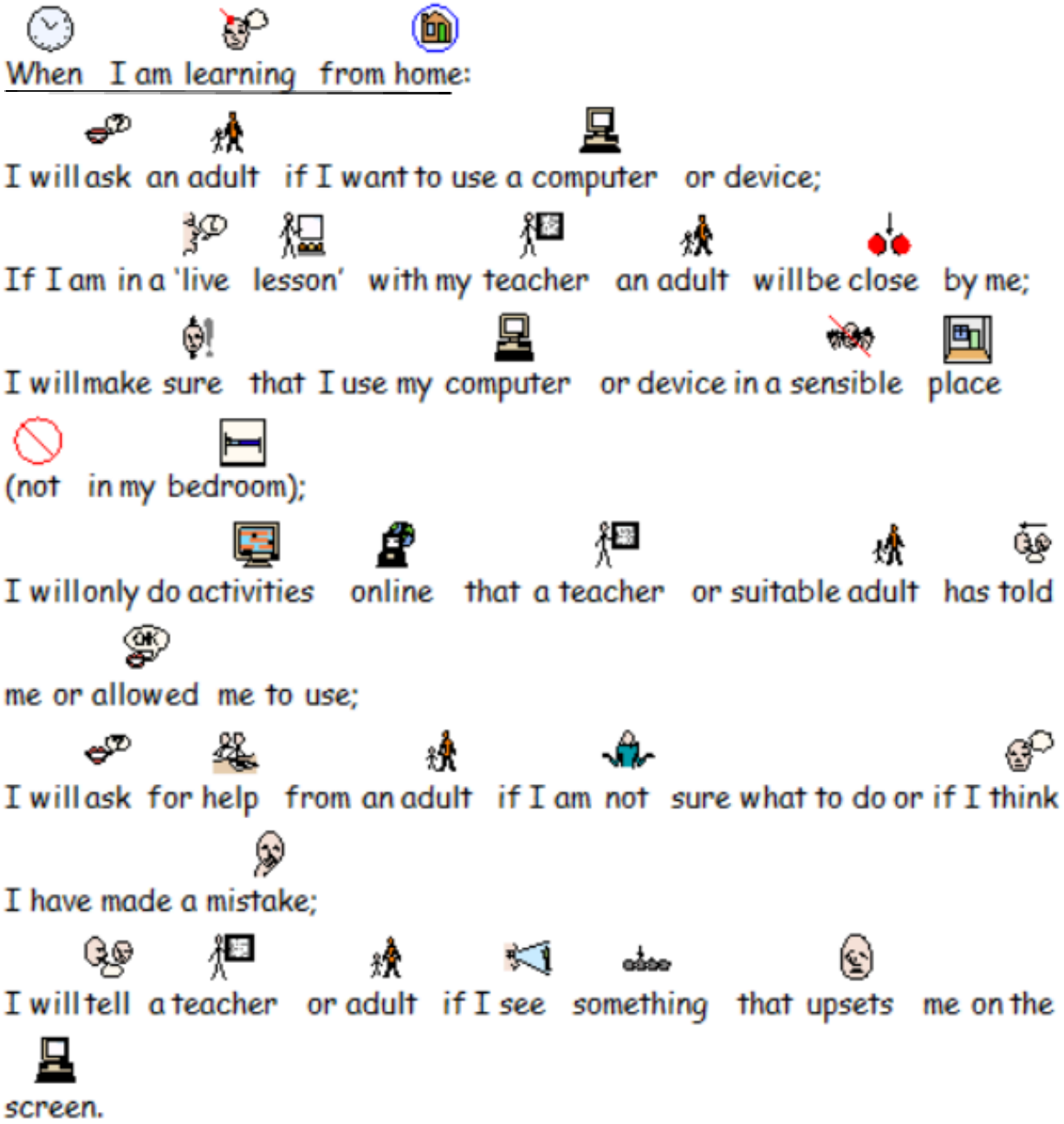
I will not share my password;

I will be kind to others online when I am sending messages;

I will ask for help from an adult if I am not sure what to do or if I think I have made a mistake;

I will tell an adult if I see something that upsets me on the screen or if I am worried;

I know that if I break these rules, I might not be allowed to use the computers / devices;



The Agreement

This Agreement is intended to help our younger pupils understand:

- How to stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- That they must use school systems in a responsible way, to ensure that there is no risk to their own safety or to the safety and security of the systems and other users.

RP&NS Pupil Acceptable Use of Technology Policy Agreement

Key Stage 2 (7-11)

The Policy

I understand that I must use school devices and systems in a responsible way and that this agreement will help keep me safe when I am online at home and at school.

This Acceptable Use Policy is intended to ensure that pupils at the school/ will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.

For my own personal safety:

- I know that I will be able to use the internet in school for many different activities and, to keep myself and others safe, I must use it responsibly.
- I will not share my password with anyone, and I will log off when I have finished using the computer or device.
- I will protect myself by not telling anyone I meet online any of my personal information. This includes my address, my telephone number, and my school's name.
- I will not send a picture of myself without permission from a teacher or other adult.
- I will not arrange to meet anyone I have met online alone in person without talking to a trusted adult.
- I will tell a teacher or other adult if someone online makes me feel uncomfortable or worried when I am online using games or other websites or apps.

I understand that everyone has equal rights to use technology as a resource and:

- I know that posting anonymous messages or pretending to be someone else is not allowed.
- I know that information on the internet may not be reliable and it sometimes needs checking so I will not download any material from the internet unless I have permission.
- I know that memory sticks/CDs from outside of the school may carry viruses so I will always give them to my teacher so they can be checked before opening them.
- I know that I am not allowed on personal email, social networking sites or instant messaging in school.
- I know that the school internet filter is there to protect me.
- I know that all school devices/computers and systems are monitored, including when I am using them at home.

I will act responsibly towards others, as I expect others to act towards me and:

- I will be polite and sensible when I message people online
- I will not be rude or hurt someone's feelings online.

- I will not look for bad language, inappropriate images or violent or unsuitable games and, if I accidently come across any of these, I will report it to a teacher or adult in school or a parent/carer at home.
- If I get unkind, rude, or bullying emails or messages, I will report them to a teacher/adult. I will not delete them; I will show them to the adult.

- I understand that in the event of illegal activity the school may consider contacting the police.

- I understand that I am responsible for my actions, both in and out of school.

- I understand that the school has the right to sanction me if I am involved in incidents of inappropriate behaviour when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information).

- I understand that if I fail to comply with this policy, I will be subject to disciplinary action and my parents/carers will be contacted. In the event of illegal activity, the police will be contacted.

- I will sign into school devices using my class or personal school login.

- I will sign out of apps and the Chromebook before shutting it down and plugging it in my key phase trolley to charge.

When remote learning:

These expectations are in place to help keep me safe when I am learning at home using GSuite:

- When taking part in a live lesson I understand that I must take part from somewhere appropriate at home (not in my bedroom) with limited distractions and I must wear appropriate clothing;
- I understand that my teachers may mute my microphone and I should wait for them to unmute it rather than unmuting it myself unless asked to do so;
- I understand that I should only communicate with my teacher through pre-arranged live lessons or using google classroom;
- I will not record teacher audio or video presentations, nor will I take screenshots or photos of teachers or other pupils;
- I will not share or distribute any of the teacher presentations and online teaching resources;
- I will not change or edit of any of the teaching resources made available except for my own personal use;
- I will not take, use, share, publish or distribute images of others without their permission;
- I will not share any access links to these remote learning sessions with others;
- I understand that I must behave online as I would in a classroom;
- I will only use the chat feature for work-related discussions;
- I have read and talked about these rules with my parents/carers;
- I understand that if I do not follow this agreement, I may not be allowed to use the internet at school.

Appendix 3

Ringmer Playground Charter

We have kind hands 

We have kind feet

We have kind words

We enjoy sharing equipment with our peers

We are respectful to adults and each other

We play games together

We are respectful to the equipment and our environment

We are creative with our play

At break time we have creative p without equipment

Talk to the adults on duty about issues that occur

We are all good role models for walking into the hall 

Timings and Instructions 

The bell tells us when to go for lunch and we walk clly 

straight into the hall.

The whistle signals time to stand still and listen to lt.

The second whistle will signal KS1 to line up and KS2 to begin their cool down lap.

