



**Five  
Rivers®**

**FIVE RIVERS  
CHILDCARE LTD**

**Anti-Bullying  
Policy**

*'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*

Policy Owner	Headteacher
Authoriser	Education Advisor to the Board
Date of Original Issue	01/09/2017
Date of Next Review	30/09/2019
Version	V4

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2018 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

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# 1. Anti-Bullying Policy

## 1.1 Policy Statement

- 1.1.1 We are committed to providing a caring, friendly and safe environment for all of our young people so they can live and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all Students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING company. This means that anyone who knows that bullying is happening is expected to tell the staff.
- 1.1.2 This policy has been written with reference to the DfE guidance on Preventing and tackling bullying and should be read in conjunction with the behaviour policy.

## 1.2 Terms and Definitions

- 1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition
Nil.	

## 1.3 Data Protection

- 1.3.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018
- 1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

## 1.4 Disclosure of Information

- 1.4.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will comply with the requirements of the GDPR & Data Protection Act, 2018.

## 2. Anti-Bullying Procedure

### Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Head of Education to take a lead role in monitoring and reviewing this policy.
- All staff, including: proprietors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.

Students to abide by the policy.

### Definition of bullying

- Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

### Forms and types of Bullying:

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/Students with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

## 2.2 Reporting Bullying

- 2.2.1 Any reports of bullying, should be sent to the Head teacher. The Head teacher will investigate the incident and decide on the next best course of action.
- 2.2.2 In cases of serious bullying, the incidents will be recorded by staff and parents/carers will be informed and a meeting will be held. If necessary and appropriate, other authorities will be consulted.
- 2.2.3 The bullying behaviour or threats of bullying will be investigated.

## 2.3 Responding to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Young people who are bullying need to learn different ways of behaving. We all have a responsibility to respond promptly and effectively to issues of bullying.

The following steps may be taken when dealing with all incidents of bullying reported to the school:

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

The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.

The headteacher or Designated Safeguarding Lead (DSL) will interview all parties involved.

The DSL will be informed of all bullying issues where there are safeguarding concerns.

The school will speak with and inform other staff members, where appropriate.

The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

## 2.4 Consequences

- 2.4.1 Consequences, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.

If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

Where the bullying of or by Students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing consequences in school in accordance with this policy and the school's behaviour policy.

A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Consequences available should depend on the severity of the situation and be hierarchal. All cases should be treated individually depending on the effect and circumstances. Actions can be changed but feelings are a personal issue. Those investigating should judge the situation using their own professional feelings as well as those of the victim. They may not always be punitive. Consequences could include:

- Detentions
- Parents/carers contacted
- Mediation with victim
- Restorative Justice Programs: Restorative practice plays a large part in preventing and helping to resolve the conflict.

- 2.4.2 In serious cases, a sanction will be considered and agreed with the parents/carers. If possible, the young people will be reconciled. After the incident / incidents have been investigated and dealt with, each case will be continuously monitored to ensure repeated bullying does not take place.

## 2.4 Cyber Bullying

- 2.4.1 At Five Rivers we believe that using ICT as a means of bullying is relatively new but incredibly worrying as it reduces the anonymity of the bully, is increasingly difficult to stop, but has the capacity to reach a massive audience. When cyberbullying is reported to staff they should try to obtain physical evidence from texts or emails in order to have substantiated evidence. It is vital that staff follow the same reactive strategies and procedures as outlined further in this document. Consequences should be the same as for other types of bullying. As the clarity of cyberbullying may be distorted; there may be many bystanders who become participants and they may not see themselves as being part of the bullying, however, they are still involved and must be instructed that their involvement may accentuate the level of torment for the victim.

- 2.4.2 There are many types of cyber-bullying. Although here may be some of which we are unaware, here are the more common:

- Text messages —that are threatening or cause discomfort - also included here is "bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)
- 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.
- Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based chatroom.

- Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.
- Bullying via websites/social media — use of blogs and personal websites.

### **Sexting**

- 2.4.3 Whilst professionals refer to the issue as ‘sexting’ there is no clear definition of ‘sexting’. Many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.’ Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.  
**NB:** Further guidance: Sexting in schools: Responding to incidents and safeguarding young people.
- 2.4.4 This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks, which need careful management.
- 2.4.5 On this basis this advice introduces the phrase ‘youth produced sexual imagery’ and uses this instead of ‘sexting.’ This is to ensure clarity about the issues this advice addresses. ‘Youth produced sexual imagery’ best describes the practice because:
- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
  - ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
  - ‘Imagery’ covers both still photos and moving videos
- 2.4.6 Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying 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.
- 2.4.7 Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults.
- 2.4.8 Our Students are taught how to:
- Understand how to use these technologies safely and know about the risks and consequences of misusing them.
  - Know what to do if they or someone they know are being cyberbullied.
  - Report any problems with cyberbullying.
  - If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it.
- 2.4.9 At our school, we take this bullying as seriously as other types of bullying and, therefore, will deal with each situation individually. The consequences agreed throughout the

home/school/company are to be used as consequences for cyberbullies in the same way as any other act of bullying. An episode may result in a simple verbal warning. It might result in further agreed consequences. Clearly, more serious cases will result in further consequences.

**NB. Further guidance:** Cyberbullying: Advice for head teachers and school staff.

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;
- Contacting 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. Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- 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.
- Ensure that consequences 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.
- Provide information to staff and Students regarding steps they can take to protect themselves online.

## 2.5 Advice for Students

- 2.5.1 The internet can be a fantastic resource but it can also be a dangerous place if you don't keep yourself safe and secure online. It is important to remember that not everyone you may meet on the internet will be who they say they are. So think very carefully about how you use the internet. Never give out your passwords or any private information for example. You must certainly never agree to meet anyone you've met online – always speak to your parents if you are asked to do so.
- 2.5.2 The internet is also a place where bullying can easily occur. You need to think very carefully about any of the pictures or videos that you post of yourself. This includes items that you may send via text message. If you ever receive any kind of abuse online you must tell someone about it, your parents, a family member, a teacher or a friend for example.
- 2.5.3 If you're being bullied by phone or the Internet:
- Remember, bullying is never your fault. It can be stopped and it can usually be traced.

- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible.
- Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online - if you're in a chatroom, watch what you say about where you live, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to your carer or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- There's plenty of online advice on how to react to cyberbullying.

## 2.6 Text/video Messaging

- 2.6.1 You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. To find out how to do this, visit [www.wiredsafety.org](http://www.wiredsafety.org).
- 2.6.2 If the bullying persists, you can change your phone number. Ask your mobile service provider.
- 2.6.3 Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- 2.6.4 Don't delete messages from cyberbullies. You don't have to read them, but you should keep them as evidence.
- 2.6.5 Text harassment is a crime. If the calls are simply annoying, tell a teacher, or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

## 2.7 Phone Calls

- 2.7.1 If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you.
- 2.7.2 Always tell someone else: a teacher, key worker, or carer. Get them to support you and monitor what's going on.
- 2.7.3 Don't give out personal details such as your phone number to just anyone. And never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not.
- 2.7.4 Use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering it. And don't leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again. Almost all calls nowadays can be traced. If the problem continues, think about changing your phone number.

2.7.5 If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

## 2.8 Emails

2.8.1 Never reply to unpleasant or unwanted emails ('flames') — the sender wants a response, so don't give them that satisfaction. Keep the emails as evidence. And tell an adult about them.

2.8.2 Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

## 2.9 Web Bullying

2.9.1 If the bullying is on a website, tell a teacher or parent/carer, just as you would if the bullying was face-to-face – even if you don't actually know the bully's identity.

2.9.2 Serious bullying should be reported to the police - for example threats of a physical or sexual nature. Your carer or teacher will help you do this.

## 2.10 Chat Rooms and Instant Messaging

2.10.1 Never give out your name, address, phone number, or password online. It's a good idea to use a nickname. And don't give out photos of yourself.

2.10.2 Don't accept emails or open files from people you don't know. Remember it might not just be people your own age in a chat room.

2.10.3 Stick to public areas in chat rooms and get out if you feel uncomfortable. Tell your carers if you feel uncomfortable or worried about anything that happens in a chat room.

2.10.4 Think carefully about what you write; don't leave yourself open to bullying. Don't ever give out passwords to your mobile or email account.

### 3.0 Supporting Students

Students who have been bullied will be supported by:

Reassuring the pupil and providing continuous pastoral support.

Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.

Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.

Working towards restoring self-esteem and confidence.

Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.

### 3.1 Preventing Bullying

#### **Environment**

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

#### **Policy and Support**

The whole school community will:

- Provide a range of approaches for Students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects Students, even when they are not on school premises; for example, when using school transport or online, etc.

- Implement appropriate disciplinary consequences; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### ***Education and Training***

The school community will:

- Train all staff, including: teaching staff, support staff and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop Students' social and emotional skills, including building their resilience and self-esteem.

### 3.2 Involvement of Students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all Students know how to express worries and anxieties about bullying.
- Ensure that all Students are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve Students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to Students who have been bullied and to those who are bullying to address the problems they have.

### 3.3 Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### 3.4 Useful links and supporting organisations

#### **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)