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Kassim Darwish Grammar School for Boys

Anti-Bullying Policy

1. ANTI-BULLYING STATEMENT

Bullying is unacceptable and will not be tolerated under any circumstances. All staff and students are expected to support the school's ethos of respect and tolerance towards each other.

It is the responsibility of the whole school community to ensure that nobody becomes a victim of bullying and to report any kind of bullying that they know about or suspect. The Anti-Bullying Policy is based upon principles and guidelines of the school's Behaviour and Discipline Policy and Safeguarding policy, all of which are clearly communicated to staff, parents and students.

2. AIMS OF POLICY

- Safeguard the welfare of all students by promoting an anti-bullying culture in which all students feel supported and respected,
- Maintain a safe and secure learning atmosphere in which all students can flourish,
- Support the whole school community to understand, prevent and respond to bullying through implementation of the policy, procedures, and regular training and development opportunities.

3. DEFINITION OF BULLYING

"Bullying is behaviour by an individual or group that may be repeated over time to intentionally hurt another individual or group either physically or emotionally (which may cause psychological damage)."

This is the definition based upon the Department for Education's non-statutory guidance titled 'Preventing and Tackling Bullying' (July 2017).

4. PREJUDICE-BASED BULLYING

Bullying is often motivated by prejudice against particular groups, for example, on grounds of:

Culture/Nationality

Gender identity

Special educational need/Learning difficulty

Home circumstances such as if a child is adopted, parents are divorced or child is a carer

Physical appearance

Bullying may also occur because of prejudice against any of the **protected characteristics** under the Equality Act 2010:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion and belief

Sex

Sexual orientation (lesbian, gay, bisexual, transgender)

Bullying might be motivated by actual differences between children, or perceived differences. A student may also be vulnerable because he is new to the school, has no friends and is struggling to settle into the school. A student may also become a target for no rational decision by the bully.

Many experts believe that bullying involves an 'imbalance of power' between the bully and the victim, making it difficult for the victim to defend himself.

5. TYPES OF BULLYING

a) Verbal

Name calling, taunting, mocking, insulting, teasing (making offensive or humiliating comments),

Gossiping,

Demanding a student to do something against his wish such as give money to him or complete his homework,

Spreading hurtful and/or untruthful rumours

b) Physical

Physical violence such as pushing, hitting, spitting, kicking,

Taking, hiding or damaging a person's belongings,

Deliberately invading someone's personal space,

Producing offensive graffiti or writing unkind notes,

Student may be isolated or excluded from a group

c) Cyber bullying

Bullying through the use of technology

d) Sexual

Talking to or touching a person in a sexually inappropriate way

6. DEFINITION OF CYBER BULLYING

Cyberbullying (or online bullying) is bullying using technologies by an individual or by a group of people.

Cyberbullying can:

- be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group,
- be a way for someone being bullied face-to-face to retaliate,
- be carried out by individuals or groups who are known or unknown to the person being bullied,
- involve or affect any member of the school community – student, staff member, parent or carer,

While technology does not cause bullying, it may be used by people who would not necessarily bully others face-to-face. The perceived anonymity of some online activities, or disinhibition due to the physical and emotional distance between people using technology, may mean that the person bullying will do things that they would not do in person.

The kinds of technology which can be used to carry out unacceptable or illegal behaviours, causing distress, fear or humiliation, are:

- By mobile phone (calls, messages, photographs, video recordings),
- By email,
- Within online games (such as Xbox Live),
- Via comments on websites,

- Via social networking sites (such as Facebook)
- Via video sharing platforms (such as YouTube)
- Via social networking/messaging apps (such as Instagram, Whatsapp and Snapchat)

7. FORMS OF CYBERBULLYING

a) Intimidation and Threats

A person may feel afraid for his/her safety upon receiving messages of threats of harm, harassment or intimidation or other online activities. 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.

b) Harassment and Stalking

Forms of harassment include:

- *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. This may be achieved 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.

c) Vilification/Defamation

An individual can be vilified or the act of defamation (to deliberately damage a person's reputation) can be carried out online by:

- Posting insults, upsetting or defamatory remarks about a person
- Denigrating (to comment damagingly of a person; criticize in a derogatory manner)
- Name-calling
- Prejudice-based bullying, for example sexist, homophobic and racist messages.
- Flaming (deliberately use extreme or offensive language to cause a reaction and distress).

They may expose a person to hatred, ridicule, contempt or causes him/her to be shunned. This can be conducted by posting or sending fake, damaging or untrue information about a person in various ways such as messages/comments, altered/unaltered photo or self-produced video.

d) Exclusion or Peer Rejection

Social networking sites can be an important extension of a person's social space and activity. Examples of *online* exclusion are to intentionally leave a person out of a group such as group messages, online apps or gaming sites.

It may be harder to detect than people being marginalised in a physical space, such as a classroom.

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.

e) 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 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.

f) Unauthorised Publication of Personal/Private Information or Images

Unauthorised publication can be made by 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.

g) Manipulation

A person may have been tricked into revealing personal information.

8. 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:

- a) **Profile:** People do not have to be physically stronger, older, or more popular than the person they are bullying online.
- b) **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.
- c) **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.
- d) **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.
- e) **Motivation:** Cyberbullying is typically carried out *on purpose*. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. For example:
 - 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.
- f) **Evidence:** Online and mobile communications leave a digital trail.

9. SIGNS AND SYMPTOMS OF BULLYING

The effects of bullying are both physical and emotional, often leading to psychological damage which may have long term effects. A student who is being bullied may show changes in behaviour:

- Feeling anxious, nervous or depressed
- Becoming withdrawn
- Decreased self-esteem and lacking confidence
- Seeking attention from adults
- Changing his usual routine which may include eating habits (stops eating or “binge” eating)
- Be unwilling to go to school, taking unusual absences or truanting
- Feeling unwell or faking illness (particularly in the mornings), frequent headaches/stomach aches
- Has possessions which are damaged or “go missing”
- Asking to borrow money/stealing money/continually ‘losing’ pocket money
- Have missing possessions
- Frequent nightmares or difficulty sleeping
- Running away from home
- Unexplained injuries (cuts, bruises or scratches)
- Changes in work patterns, loss of interest in school work and/or decline in standards of work
- A lack of concentration
- Sudden loss of friends or avoidance of social situations
- Self-destructive behaviour such as harming themselves, threatening or attempting suicide (in the most extreme cases)

Staff and students are made aware of these signs of bullying although the presence of one or more of them may not in itself proof of bullying.

Ensuring immediate safety is the school’s first priority but the emotional effects of bullying may be more damaging longer term. The school will have to make its own judgements about each specific case.

10. VICTIM

It is useful to know that there are many reasons why a student who has suffered bullying may be reluctant to report it:

Not want to be accused of telling tales

Worried that he will not be believed

Feel embarrassed to discuss the matter with an adult

Feel personally responsible

Feel that he cannot be helped

Feel that he should try to cope and get used to it

It will worry his parents

It may become worse if reported

11. ANTI-BULLYING CULTURE

The updated Anti-Bullying policy is shared with staff, parents and students to ensure that they fully understand all aspects of it.

It is made clear that bullying will NOT be tolerated in our school.

Staff and students are made aware of the **Anti-Bullying Officer: Mrs F. Bani (Head of Pastoral)**

Through our routine approach to pastoral care as well as whole school programmes, all staff need to **actively promote** an anti-bullying culture to ensure a safe, caring and positive environment for all students. This can be achieved in the following ways:

- Reinforce the school's Anti-Bullying policy and deal with a complaint of bullying effectively in accordance to its guidelines:
 - Any complaint of bullying should be taken seriously.
 - Staff or student who witnesses or hears of an incident of bullying needs to report it immediately.
- Strive for high standards of behaviour at all times and follow the school's Behaviour and Discipline policy consistently and fairly.
- Demonstrate and encourage students to be tolerant, respectful, kind and supportive towards each other.
- **Address low level disruption immediately and NOT allow the use of offensive language.** It can in itself have a significant impact on its victim. If left unchallenged or dismissed as banter or horseplay, it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating,
- Encourage **students to challenge their peers** if they behave in a manner which does not support the ethos of the school. Unkind remarks or actions should not be tolerated by anyone or ignored by bystanders,
- Educate students about the serious consequences of cyber-bullying and emerging technologies.
- Reinforce the guidelines for the safe use of technology (Online Safety Strategy) in accordance to the **E-Safety policy** in all areas of the curriculum.
- Reinforce a positive self-image of students (how they feel about themselves in terms of their abilities, appearance, personality and worth in society),
- Celebrate the efforts and achievements of each student regularly,
- Create an atmosphere in which students are encouraged and feel comfortable to share their problems and concerns with them.

12. ANTI-BULLYING SYSTEMS

a) Vigilance

- Staff and prefects are vigilant at all times but particularly during change of lessons, at break and lunchtime and at the end of the school day.

- Staff are vigilant in all areas of the school especially in the dinner queue, in corridors, on the Astro turf pitch and playground.
- Prefects are positive role models for other students - they are responsible, well behaved, supportive and vigilant while on duty.

b) Meetings

Bullying is discussed in regular meetings including:

- Senior Management Team meetings,
- Staff meetings,
- Pastoral meetings involving Heads of Year and Form Tutors,
- School Council meetings involving the chair person, Head Boy and representatives from each form,
- Prefect meetings involving the Head of pastoral, Head Boy, Deputy Head Boy and all prefects.

c) Education Programme

Measures are taken throughout each year to educate students about bullying across the curriculum.

- Anti-Bullying policy is explained to students - they are informed of the procedures they should follow if they find themselves the victims of bullying and/or if they are aware of another student being bullied.
- Anti-bullying workshops are delivered to all students.
- Information on the signs of bullying is included in the student planner and a statement that the "the school has zero tolerance towards bullying".
- Online Safety is incorporated in to the curriculum and guidance on how to be safe online is included in the Student Planner - **refer to E-Safety policy**,
- Anti-Bullying literature is available to read and displayed in the school,
- Activities, such as a whole school assembly, are organised to mark National Anti-Bullying Week.
- Anti-bullying ambassadors are appointed who are required to complete training offered by the 'Anti-bullying Alliance'.
- Feedback from both students and staff is routinely gathered to further develop and improve the school's anti-bullying systems.

d) Other Opportunities

Differences between people and the importance of avoiding discriminatory and prejudice-based language/behaviour are discussed. Positive attitudes, tolerance and respect are also promoted in:

- Whole School and Year assemblies
- Form times
- Friday prayer sermons
- Rewards assemblies in which success is celebrated
- Before prayer times
- PSHEE lessons,

The anti - bullying systems may provide vital information about student welfare and behaviour which help to develop strategies to prevent bullying incidents. This information should be swiftly fed back to the Heads of Year by the Anti-Bullying Officer and it may include:

- Friendship patterns
- Particular incidents
- A student who seems to be isolated
- A growing 'power base'
- A known conflict between a member of staff and a student
- A known conflict between students

The pastoral team will be responsible for the day-to-day management of the policy and systems, to ensure there are positive strategies and procedures in place to help both the student being bullied and the bully.

13. PROCEDURES FOR REPORTING AN INCIDENT OF BULLYING

<p>A student who feels that he is being bullied, or suspects bullying is taking place</p>	<p>Inform the Anti-Bullying Officer, Head of Year or any member of staff with whom they feel comfortable. This can be done by:</p> <ul style="list-style-type: none"> - speaking directly - email <p>Write a note and place it in the 'Worry Box.'</p> <p>Inform their parent/carer who should then contact the Head of Year without delay.</p>
<p>A member of staff who is concerned about a student being bullied</p>	<p>Inform the Anti-Bullying Officer who will investigate the matter and inform the Head teacher and Head of Year</p>
<p>A parent/carer who is concerned that their child is being bullied</p>	<p>Contact the Head of Year without delay. A meeting can then be arranged with the Head of Year and Anti-Bullying Officer. Year.</p> <p>If they believe that their son is the victim of cyberbullying, they should save the offending material, and make sure that they have all relevant information before deleting anything.</p>

14. DEALING WITH AN INITIAL COMPLAINT OF BULLYING

If an incident of bullying has been reported to a member of staff, he/she should respond quickly and sensitively by offering support and reassurance to the alleged victim.

The member of staff should:

- a. Listen carefully and keep an open mind,
- b. Not ask leading questions,
- c. Reassure the child but not give a guarantee of confidentiality,
- d. Report the allegation of the victim and the alleged bully to the **Anti-Bullying Officer** as soon as possible,
- e. The Anti-Bullying Officer will see the victim without delay and form an "initial view" of the allegation.
- f. The Anti-Bullying Officer will inform Head of Year and Head teacher and contact the student's form tutor to agree on a strategy.

15. SAFEGUARDING CONCERNS

A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. It must be reported in accordance with the **Safeguarding Policy** which should then be followed.

16. INVESTIGATION OF A BULLYING INCIDENT

The Anti-Bullying Officer will carry out the investigation without delay (refer to Behaviour and Discipline Policy, section (ii) Incidents Involving Serious Breaches of Discipline). The investigation will involve the following:

- Interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. It may be necessary to remove a student from his lesson in order for the Head of Year to establish the facts by questioning a student and/or obtaining a written account from him.
- Provide a summary of the findings to the Head of Year and Head teacher.
- Decide on the action to be taken in accordance with the school's **Behaviour Policy**.
- The Head of Year will notify the parents of the victim and bully to provide them with details of the case and the measures the school intends to take to prevent any repetition.
- The Anti-Bullying Officer will inform the relevant staff of the findings and of the school's response.
- Head of Year and the relevant form tutor will monitor the effectiveness of the school's remedial action.
- Advice and support will be given to the victim in order to rebuild his self-esteem and confidence.
- The school will decide whether external agencies should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour.

17. INVESTIGATION OF A CYBERBULLYING INCIDENT

If an incident of cyberbullying has been reported, any electronic device including a mobile phone of the alleged bully will be confiscated. The following steps will then be taken as part of the investigation:

- Ask the student to show the mobile phone and to display the on-screen material in question.
- Ask the student to save the message or image (on-screen material in question).
- Print off and/or take a screenshot the offending material immediately.
- Note clearly everything on the screen relating to the inappropriate text message or image, including the time, date and names.
- Make a transcript of a spoken message, recording date, times and names.

Do not delete anything until you have the evidence required for the investigation.

- Follow the normal procedures to interview students and to take statements.

If there is reason to believe that there is evidence of cyberbullying on the mobile phone of any other student(s), the steps outlined above will be taken.

The school will work with the Police to detect those involved in criminal acts involving cyberbullying.

18. INTENTION

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game". These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions.

A bully who does not respond appropriately to advice or sanctions would face stronger disciplinary action such as fixed term or in the most severe cases, permanent exclusion.

19. SANCTIONS

Once the investigation has been completed and when it is clear that bullying has taken place, action will be taken at the appropriate level and in line with the school's **Behaviour Policy**.

The implementation of disciplinary sanctions will reflect the seriousness of an incident. They will be fair, reasonable and applied consistently. They will also **take into account any special educational needs or disabilities and the needs of vulnerable students**.

In cases of severe and/or persistent bullying, a strong disciplinary sanction will be implemented such as exclusion.

Sanctions have three main purposes:

- a. For the perpetrator to realise that what he has done is unacceptable
- b. Deter the perpetrator from repeating his behaviour
- c. For other students to understand that the behaviour is unacceptable and to prevent them from doing it

Students who are guilty of bullying will be given opportunities to:

- a. Understand the harm they have caused
- b. Learn to behave in ways which will not cause harm in future
- c. Learn how to take steps to repair the harm they have caused

20. BULLYING OUTSIDE SCHOOL PREMISES

The Anti-Bullying Policy will be followed even if the incident of bullying reported did **not** take place in school or the student is not under the care of the school at the time of the incident.

21. MONITORING

The situation should be monitored for as long as deemed necessary. Action may include:

- sharing information with some or all colleagues and with some students so that they may be alert to the need to monitor certain students closely
- ongoing one-to-one support
- vigilance
- mentioning the incident at appropriate staff meetings
- reviewing vulnerable individuals and areas of the school

22. RECORD KEEPING

It is the responsibility of the Head of Year to maintain a centralised record of the welfare and development of students.

A record of a bullying incident will be held on the student's personal file on the school's database.

The Heads of Year and Head of Pastoral should analyse student records regularly to:

- Evaluate the effectiveness of the approach adopted for incidents of bullying
- Enable patterns of behaviour to be identified both in relation to individual students and across the school as a whole

The Senior Management Team will regularly review and analyse the effectiveness of this policy in tackling cases of bullying. The Governors will receive an annual report and review the effectiveness of the policy and its implementation through the Committee Meetings.

23. STAFF

This policy focuses mainly on the bullying of students by students although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying.

Staff members who are concerned about being bullied or harassed should refer to the guidance which is set out in the Staff Handbook (Grievance Procedure). This may include being ridiculed or threatened in person or online by students.

It is expected that all staff employed by the school will avoid any behaviour which is bullying of students or colleagues and this will be treated as a disciplinary offence.

24. STAFF GUIDANCE AND TRAINING

- The school regularly reviews general and specific staff induction and continuing professional development to ensure that this reflects the Anti-Bullying Policy and the practice of the school.
- Staff are trained to be aware of the issues relating to bullying including the risks and indications of bullying, legal responsibilities, how bullying behaviour may give rise to safeguarding concerns and how to deal with such cases.
- Staff are trained to respond effectively to reports of bullying, including cyber-bullying, and has robust systems in place to respond to it.
- Specialised training is arranged where appropriate to understand the needs of the students, including those with special educational needs and **protected characteristics**.
- Further measures taken by the school are explained in the school's **E-Safety policy**.

25. PARENTS

Parents can help by making sure that their son(s) understand the school's policy and, above all, how seriously the school takes incidents of bullying.

Parents should also explain to their son(s) legal issues relating to cyberbullying.

Further guidance for parents can be obtained in the E-Safety Policy.

26. CIVIL AND CRIMINAL LAW

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour may be regarded as a criminal offence. If it is believed that an offence may have been committed, the school will seek assistance from the police. For example, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety. It is also an offence to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

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

a) Equality Act 2010 - It 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.

b) Protection from Harassment Act 1997- It 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.

c) Communications Act 2003 - It 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.

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

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

f) Protection of Children Act 1978 – It 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).

g) Criminal Justice Act 1988 - It makes the **possession of indecent photographs of children** (under 18) a criminal offence.

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".

References:

School Standards and Framework Act 1998

Department for Education's non-statutory guidance 'Preventing and Tackling Bullying' (July 2017)

Department for Education's non-statutory guidance titled "Cyberbullying: Advice for Headteachers and School Staff" (2014)

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