St. Catherine's C of E Primary School

Incorporating Kidscape

ANTI-BULLYING POLICY

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Including Cyber-Bullying

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We uphold the belief that all individuals are equally important and celebrate our differences for bringing variety and creativity to our school community. (See Safeguarding and Equality policies). To this end, bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It must not be confused with usual childhood squabbles and arguments. Staff will ensure that these will not be allowed to get out of hand either. It can also relate to bullying of or by adults within the school community.

Bullying can be:
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Indirect: graffiti
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Online: all areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology , i.e. camera & video facilities

Bullying may relate to:
- Race, religion or colour of skin
- Sexual orientation, sexist attitudes or sexual preferences
- SEN or disability, relating to mental or physical attributes or appearance
- Home circumstances, such as family structure, economic circumstances

Pupils will be encouraged to report bullying to the teachers or other adults in school. Parents are encouraged to approach the school to discuss any concerns or worries.

What is cyberbullying?

"Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."[1]

Seven categories of cyberbullying have been identified:

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

National/Local Policy and Legislation

This policy reflects recommendations from Ofsted: The Framework for School Inspections 2012 and Ofsted has Section 5 Briefings on Behaviour, Safeguarding, e-safety and Equality (2014). It is also consistent with the following national guidance:

DfES (2004) Bullying - A Charter for Action
DfES (2006) Working Together to Safeguard Children
DCSF (2007) Guidance on the Duty to Promote Community Cohesion
DCSF (2007- 2010) Safe to Learn: Embedding Anti-Bullying Work in Schools:
- *Cyberbullying*

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[1] Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London

- *Bullying involving Children with Special Educational Needs and Disabilities*
- *Homophobic Bullying*
- *Bullying around Racism, Religion and Culture*
- *Preventing and responding to Sexist, Sexual and Transphobic Bullying.*

DfE (2012) Behaviour and Discipline; Use of Reasonable Force; Screening, Searching and Confiscation.
DfE (2012) Preventing and Tackling Bullying
It also reflects former national programmes and strategies including:
DH/DfES (2006) National Healthy Schools Programme
DfES (2005) Primary National Strategy: Behaviour and Attendance
DfES (2005) Secondary National Strategy: Behaviour and Attendance
DfES (2005) Excellence and Enjoyment: Primary and Secondary Social and Emotional Aspects of Learning

Head Teachers have a legal duty to draw up procedures to prevent bullying among pupils and bring these procedures to the attention of staff, parents and pupils. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

The teaching and non-teaching staff will be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- 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
- comes home starving (money / lunch has been stolen)

- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

Implementation

At St. Catherine's School we will take the following steps 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.
- A clear account of the incident will be recorded in the bullying log and given to the Head Teacher.
- The Head Teacher will interview all concerned and record the incident.
- Class teachers will be kept informed and asked to monitor behaviour of pupils involved.
- Parents will be kept informed. They are discouraged from taking matters into their own hands and must not approach a child they suspect of being a bully. They must speak to staff in the first instance.
- All responses to incidents will be carefully considered and take into account such issues as special needs or particular family difficulties.
- Address any whole class issues that may be signposted by the incident.
- The information gained will be used to evaluate current practises and inform any alterations deemed necessary in order to prevent future incidents taking place.

Pupils who are victims of bullying will be:

- offered immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassured
- offered continuous support
- counselled to restore self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened and why the pupil became involved
- providing opportunities, when appropriate, for perpetrator to acknowledge the harm caused
- and make amends with the concerned individuals
- establishing the wrong doing and the negative or prejudicial attitudes that need to be challenged

- informing parents or carers so they can be part of the restorative process

The following disciplinary steps may be taken:

- official warnings to cease offending
- exclusion from certain areas of school premises or particular activities
- minor fixed term exclusion
- major fixed term exclusion
- permanent exclusion

If a cyberbullying incident, directed at a child, occurs online, either inside or outside school time, St. Catherine's C of E Primary will take the following steps:

- Advise the child not to respond to the message
- Refer to relevant policies, e.g. Online Safety/Acceptable Use and apply appropriate sanctions
- Secure and preserve any evidence
- Inform the sender's e-mail service provider
- Notify parents of the children involved
- Consider informing the police depending on the severity or repetitious nature of the offence. The school recognises that some cyberbullying activities could be a criminal offence under a range of different laws including: the Protection from Harassment Act 1997; the Malicious Communication Act 1988; section 127 of the Communications Act 2003 and the Public Order Act 1986

Prevention

Within the curriculum the school will raise awareness of the nature of bullying through inclusion in PSHE activities, Online Safety Lessons, assemblies and Circle Time class discussions in an attempt to eradicate such behaviour. (Please see PSHE policy and the Computer Acceptable Use policy). There is an annual anti-bullying week in the autumn term, but these themes run through the whole school curriculum and collective worship programme throughout the year. Activities may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights
- all e-communications used on the school site or as part of school activities off-site are monitored

We also have a pupil led initiative, called "Playground Pals", where volunteers from Year One to Year Six, take turns to be on duty in the playground to help other children with minor disagreements and friendship issues sort out problems before they become more serious.

If malicious or threatening comments are posted on an Internet site or Social Networking Site about a pupil of member of staff, St. Catherine's C of E Primary will:

- Inform and request that the comments be removed if the site is administered externally
- Secure and preserve any evidence
- Send all the evidence to www.ceop.gov.uk/contact_us.html if of a sexual nature
- Endeavour to trace the origin and inform the police as appropriate
- Inform the South West Grid For Learning

Working with Parents

St. Catherine's C of E Primary has developed a home-school agreement that includes clear statements about online-communications. The school seeks to regularly update parents on:

- What to do if problems arise
- What's being taught in the curriculum
- Providing information via newsletters and the school website

Monitoring, Evaluation and Review

An annual questionnaire will be sent to both parents and children to assess current experience and views regarding practise. In this way we can respond to the whole school community in a pro-active way and adjust policies and practise as needed.

This policy will be reviewed annually and its implementation and effectiveness will be assessed.

The Governing Body will formally adopt the policy at a Full Board meeting following appropriate discussions.