

SAINT CHRISTINA'S SCHOOL: ANTI-BULLYING POLICY

Review Initiated by	Head
Last Review	Autumn 2019
Next Review	Autumn 2020

This policy applies to the whole school including the Early Years Foundation Stage (EYFS)

This Policy can be found in the Policy Library and is publicly available on the School website and on request a copy may be obtained from the School Office.

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This policy should be read and understood in conjunction with our Safeguarding – Child Protection, Behaviour Management, Whistleblowing Policies and the Staff Code of Conduct.

1. Legal Status:

- This is a Statutory Policy.
- Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations currently in force.
- Prepared with reference to: [Advice for parents and carers on cyberbullying \(DfE- November 2014\)](#), [Cyberbullying: Advice for Headteachers and school staff \(DfE- November 2014\)](#), [Preventing and tackling bullying: Advice for headteachers, staff and governing bodies \(DfE- July 2017\)](#)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

2. Related documents:

- Anti-Bullying: What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions), The School Rules
- Safeguarding Policy And Procedures including Child Protection
- e-Safety Policy including Cyber-Bullying and Acceptable Use, including Mobile Phone and Camera Policy
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship
- Spiritual, Moral, Social and Cultural (SMSC) Development

3. Designated Member of Staff responsible for Anti-Bullying

- 3.1. The member of Staff with overall responsibility for Anti-bullying in the whole school is the Headteacher, Alastair Gloag who has oversight of Pastoral Care at the school including Behaviour Management. The Deputy head, Simon Hirst works in conjunction with him and also with Louise Ellisdon, Head of Key Stage 2 and Dan Burke, Head of Key Stage One and the Early Years Foundation Stage, who also has specific responsibility with regard to the Early Years Foundation Stage.

4. Equality Statement

- 4.1. At Saint Christina's School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of race, gender, special educational needs, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

5. Principles - Aims and Objectives

- 5.1 The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is

Saint Christina's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

unacceptable and will not be tolerated. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at the school.

6. Definition

- 6.1. Bullying is as such but it may be repeated over time and intentionally hurts another pupil or pupils physically or emotionally and is often motivated by prejudice against particular groups. For example this could be on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because child is adopted or is a carer. It may occur directly or through cyber technology (such as social websites, mobile phones, text messages, photographs and email.) For those who are being bullied it is difficult for them to defend themselves. Bullying can also include: (mainly repetitive) name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. We appreciate the seriousness of bullying, both physical and emotional (which may cause psychological damage).
- 6.2. Bullying in any form will not be tolerated. We are a 'TELLING SCHOOL.' We treat all our children and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. We aim to create an environment that is happy and encourages good behaviour and respect for teachers, peers and everyone around the children.

7. Bullying – Child Protection Related Issues

- 7.1. A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the Westminster Safeguarding Children's Board **Westminster – worried about a child or young person?** telephone Tel: 0276414000 acesstochildrensservices@westminster.gov.uk
- 7.2. Any kind of bullying is unacceptable.

8. Bullying can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- *Cyber* – Cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. Cyber bullying includes, but is not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this please refer to Appendix 2
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences or similar.

- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
 - *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
 - *Homophobic* - This is bullying which is directed towards people who are gay, lesbian, bisexual, are perceived as gay, and transgender (LGBT pupils) or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
 - *Perceived Status* – This is bullying that can be related but not limited to grade level, physical size, appearance and economic status.
 - *Religious* – Attacking faith, belief, religious practice or custom.
 - *Special Educational Needs and Disability* – (as defined in the Equality Act 2010), remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
 - *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
 - *Written* – – spreading rumours, writing, printing unkind or malicious on paper or excluding someone from social groups.
- 8.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; as a school we have to make our own judgements about each specific case.
- 8.2 Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
- 8.3 Low-level disruption and the use of offensive language can in itself have a significant impact on its target. 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.
- 8.4 Bullying can take place between child and child, staff and staff and staff and child. We consider the pastoral care of the children and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at Saint Christina's (please refer to our Behaviour Policy).
- 8.5 All staff and volunteers at Saint Christina's are expected to treat each other with a professional level of respect. Incidents which have occurred in School must be dealt with by the School and on no account must a parent interfere with the discipline of another child.

9. The “Bystander Culture” vs “Encouragement to Tell”

9.1 As a School, we believe that it is unacceptable for any pupil to watch bullying taking place and to do nothing about it. We encourage all pupils to bring their concerns to the attention of a member of staff and / or their parents. We create an atmosphere in which pupils who are being bullied, or others who know about it, feel that they will be listened to and believed, and that the action taken will be swift but sensitive to their concerns. Pupils need to know that not reporting incidents of bullying has the effect of protecting the bullies, and gives them the message that they can continue to act in this way.

10. Why do some people bully?

10.1 People become bullies for lots of different reasons:

- they have family problems, e.g. bereavement, divorce, abuse
- they are being bullied themselves
- they are selfish or spoilt and always want to get their own way
- they have no friends and feel lonely
- they feel bad about themselves; they want to make others feel bad too
- they are taking out their own frustrations on others
- they feel insecure and unimportant – bullying gives them power
- they want to look ‘big’ in front of others
- they have been bullied into joining a bullying gang and comply with things just to keep on the bully’s good side
- they don’t understand how hurt victims feel

10.2 Whatever the cause, bullying is usually a signal that the bully needs some help. Bullies often use ‘difference’ as an excuse for their bullying behaviour. Often, he/she is afraid, jealous, cruel, angry, insecure and unhappy

11. Helping the Bullying Child

- See if the bully has any ideas about why they bully and what they think might help them stop (refer to the reasons why people bully).
- Reassure the child it’s the behaviour you don’t like, not them, and you want to help them change.
- Work out a way for the child to make amends for their behaviour.
- Set up some sort of positive reinforcement for good behaviour and realistic goals.
- Set limits. Stop any show of aggression immediately and help the child find other, non-aggressive ways of reasoning.
- If the child bullies when faced with certain situations, help them work out and practise alternative ways of behaving.
- Explain that getting away from a situation where they feel themselves losing their temper, or things getting out of hand, is not a weakness. It is a sensible way of ensuring that the situation doesn’t get worse.
- Teach the child the difference between assertive behaviour and aggressive behaviour.
- Provide positive reinforcement and praise the child when they do things well, creating opportunities for them to shine, e.g. display work, praise, class leader, etc.
- Try to build their self esteem
- Liaise with parents and alert them to the action taken by the School and encourage them to reinforce similar strategies at home.

12. Signs of Bullying

12.1 A child may indicate by signs or behaviour that he/she is being bullied. If you are concerned and become aware of any of the following, you may wish to ask if someone is threatening or bullying the child in your care.

12.2 Children may exhibit these patterns of behaviour to parents or teachers:

- be late, be unwilling to attend School, disinterested, lose belongings, under-achieve/ produce careless work
- be isolated, changes in behaviour e.g. outburst of temper, tearful, withdrawn, feel unwell, bed wetting, issues with eating

13. Guidance for Parents

13.1 Children who are being bullied are often too frightened to tell others.

- Encourage your child to speak openly by asking them directly about any problems which are making them unhappy, explaining you are concerned and want to help and support them.
- Listen and try to provide an open, non-judgemental environment for children to talk about their problem.
- Reassure your child that you will help them sort out the problem.
- Suggest your child speak to his/her teacher or other member of staff.
- Contact your child's class teacher to discuss concerns
- Avoid an angry or emotional response.
- Contact the School straight away if behaviour is on-going and appears unresolved

(See Appendix 2 for Useful Contacts)

14. Anti-Bullying Initiatives: We can help reduce the risk of bullying and raise awareness of all parties through the following:

14.1 Encouraging Self-Esteem:

- reassuring the child that they are loved
- that the bullying is not their fault
- they have a right to be safe and happy
- listening carefully to them
- give them responsibility to help make them feel valued
- encourage them to do things they are good at
- encourage them to play with others if they feel isolated
- praise and celebrate their achievements
- advise their parents to try to reassure their child and be positive that the situation will be resolved

14.2 Implementing Classroom Strategies:

- 'Circle time' with the teacher and/or class assistant as facilitator encouraging the children to raise issues and talk about them (See Appendix 1)
- raising awareness of bullying and behaviour as an issue through e.g. discussion, brain storming, role-play, drama, PSHEE

14.3 Implementing Whole School Strategies:

- All children in our School will be informed about bullying through assemblies, circle time, Online-Safety and PSHEE and made aware of the effect it has on others. They will be made aware that they must tell an adult if they or someone else is being bullied and that this is not telling tales.
- ensuring adequate supervision at all times, staff code of conduct
- all staff to be aware and watch for early signs of distress in pupils
- whole School agreement, clarity of approach, strong home/School links
- assemblies, anti-bullying week
- 'Buddy scheme' with confident peer or older child supporting another child in the classroom/playground.
- Year 6, House Captains and Prefects to be playground mediators
- 'Friendship Stop' in the playground, 'Worry Box' in every classroom, School Council
- Celebrating success e.g. Pupil of The Week
- All new staff take part in an induction programme which makes them aware of the anti-bullying policy and emphasises the importance of identifying and reporting any bullying incident and appropriate training is arranged to ensure that staff have the necessary professional skills to deal with bullying incidents.
- Raising awareness of staff through training in staff meetings and INSET.

15. Preventing Cyber Bullying

- Expect pupils to adhere to our charter for safe use of the internet. (See Online-Safety policy)
- Guidance is offered to pupils in PSHEE / ICT lessons on safe use of social networking sites and dealing with cyber bullying.
- Mobile phones are not permitted in School. Any Year 6 pupil with parental permission may leave a mobile phone in the office.
- Encourage children to keep passwords safe.
- Encourage positive use of technology and responsible online behaviour.
- Remind pupils to only post or write things online and in text messages that they would be happy for everyone to see.
- Be alert to changes in behaviour after using ICT and advise pupils that evidence of cyber bullying should be saved.
- Incidents may be reported to the service provider and in serious cases the police.
- Incidents will be recorded by the relevant member of staff and investigated.
- ICT acceptable use for staff and pupils
- Remind parents of their responsibilities regarding the responsible use of ICT by their children [via e.g. parent information meetings, Online-Safety meetings newsletters etc.

16. School Procedure

16.1 All reported incidents will be treated seriously and fully investigated; all parties will be heard and given appropriate support.

- All significant events should be recorded on as an individual file note and a copy given to the Headteacher for the School Bullying Incident Log. The Chair of Governors will be informed of serious incidents, where the incident led to parents being notified.
- Ensure the immediate safety and well-being of those involved.
- All staff witnessing incidents anywhere around the School must inform the class teacher and the Deputy Headteacher.
- The children are told the matter will be taken seriously and will be dealt with immediately.
- Inform the individual who has been responsible for the bullying that this behaviour is unacceptable and counsel the individual to understand the implications of bullying.

- Advise the individual of the consequences of further bullying.
- Consider the motivation behind the bullying behaviour and establish whether further support and/or counselling, including support from external services, are required to rectify behaviour and tackle any underlying issues which contributed to the behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's Safeguarding and Child protection procedures will be followed.
- Depending on the nature of incident/s, class teachers and/or Deputy or Headteacher will talk to both children involved.
- The children may then be interviewed separately. Witnesses obtained if necessary.
- The children may be asked to record their own account of events.
- An apology should be obtained from bully/ies to victim.
- Discipline the offender in accordance with the School's Behaviour Policy
- According to the nature of the incident, parents may be informed
- Support staff will be informed and asked to be extra vigilant at break-times and report back to the teachers if further conflict occurs.
- Provide on-going support and counselling for the individual being bullied, including support from external services where appropriate.
- Class files are kept by all class teachers and are passed to the next class teacher as part of the class handover.
- According to the individual case, the following may be implemented:
 - Letter to parents
 - Strategies for helping victims of bullying
 - Strategies for helping the bully
 - Formal meeting/s between Headteacher/Deputy Headteacher/parent/teacher/child, outside agencies involved as appropriate
 - Situation monitored, progress recorded and situation reviewed at a later date
 - Follow-up meetings with families to report progress in line with School's Behaviour Policy and Exclusion Policy
 - Written records of incidents interviews and action taken
 - Details recorded in Bullying Incident Log

17. Disciplinary Action

- 17.1 Our key message will always be prevention, by teaching children that everyone in our School has the right to feel safe and happy and that bullying of any kind will not be tolerated. Exclusions (fixed term or permanent) are very serious options which may need to be discussed or considered in accordance with the School's Behaviour Policy and Exclusion Policy.
- 17.2 Disciplinary action will be applied fairly, consistently and reasonably in accordance with the School Behaviour and Exclusion Policy, taking into account any Special Educational Needs or disabilities of the pupil and the needs of vulnerable pupils. In extreme cases, i.e. where a criminal offence has taken place this may involve permanent exclusion and Saint Christina's will also work with the police, when necessary and /or children's social care. A bullying incident will 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.

APPENDIX 1: CIRCLE TIME

This is a good opportunity to discuss different kinds of behaviour and encourage children to understand others' points of view. Circle Time aims to develop:

- The self-confidence of each child
- Specific behaviours which show caring and respect towards each other
- The establishment of classroom routines, which are necessary for quality teaching and learning, and these routines can be established in an enjoyable and constructive way
- A climate of good relationships between teacher and children and child to child
- A way of meeting children's needs with regards to improving their behaviour by all of them having the opportunity to voice their ideas
- Talking and listening skills in a way which help such children transfer across the curriculum
- A sense of responsibility for one's own behaviour and actions
- An environment which is non-threatening, in which teachers and pupils can express themselves and listen to each other

The Main Elements of Circle Time

- The pupils and teachers sit in a circle together with the teacher acting as the facilitator
- The sessions are planned and developed over time
- The length of the sessions can vary according to the needs of the group
- The sessions are given a regular time slot
- The sessions operate within the agreed framework of guidelines (see below)
- Each session should have a positive focus

Essential Pre-Requisites for successful Circle Time

- Sitting in a circle allowing eye contact
- Establishing ground rules
- Taking turns
- Allowing to pass
- Valuing all contributions (no put downs)
- Always praising, very positive
- Low teacher profile
- Always ending session on a positive note
- Making it fun, light hearted

Ground Rules for Circle Time

A good idea is to do one or two initial sessions, which include enjoyable exercises. Then work out ground rules with the whole group. This ensures the group is more motivated towards the ideas of Circle Work and therefore prepared to negotiate and commit themselves to these rules (for older children particularly). If a group doesn't suggest some of the necessary ground rules themselves, propose them. One way of really finding out what individuals think is to ask them to vote on suggestions by closing their eyes and raising hands. This stops peer group pressure.

Developing Circle Time

Pupils need time to become familiar with the circle formation and it is suggested to play starter games before moving onto more personal issues.

For younger children, some first activities may include name games:

1. Names games – start with yourself to show children that you are part of the circle. Each person introduces themselves and then the next child, for example, I am Emma, and this is Rakhi.
2. Adjectives name games – each child says their name and a true characteristic, second time around introduce a memory element, for example, this is talkative Theresa and I am overworked Riya.
3. Random name game – children say their own name and throw the soft toy to another child anywhere in the circle at the same time calling out the child's name.

The Circle Time sessions may be planned around different themes, for example, feelings, caring, friendship, co-operation, problem solving, and affirmation. A Circle Time session may look something like this:-

A warm-up game, for example, Simon Says

A round: for example, I feel happy whensomething I do well is..... I get fed up when

Another name for these are Tag Lines which are used in a round.

A game, for example, oranges, lemons, fruit basket.

Activity – discussion to allow reflections and the opportunity to explore subject in greater depth

APPENDIX 2 - HELPFUL ORGANISATIONS

ANTI-BULLYING CAMPAIGN 185 Tower Bridge Rd., London SE1 7UF www.bullying.co.uk
020 7378 1446 (Advice line for parents, children, teachers fact sheet, resource pack)

KIDSCAPE (2 Grosvenor Gardens, London SW1W 0DH)
Bullying counsellor available (Monday-Friday, 10.00 – 4.00) Has a wide range of publications for young people, parents and teachers. 020 7730 3300 020 7730 7081 (fax) www.kidscape.org.uk

ADVISORY CENTRE FOR EDUCATION (ACE) (1c Aberdeen Studios, 22 Highbury Grove, London N5 2DQ)
020 7704 3370 020 7354 9069 (fax) www.ace-edu.org.uk

CHILDLINE (45 Folgate St., London E1 6GL)
Besides the free national helpline for children, has a leaflet for parents: 'Bullying – what can parents do?', and a leaflet for children: 'Bullying and how to beat it'.
020 7650 3200 020 650 3201 (fax) 0800 1111 (helpline) www.childline.org.uk

PARENTLINE PLUS (Unit 431 Highgate Studios, 53-59 Highgate Rd., London NW5 1TL)
National helpline for parents 0808 800 2222 (Monday-Friday 9 – 9; Saturday 9.30-5; Sunday 10-3)
020 7284 8370 www.parentlineplus.org.uk

NSPCC Weston House, 42 Curtain Rd., London EC2A 3NH
020 7825 2500 020 7825 2525 (fax) www.nspcc.org.uk

OFFICE OF THE CHILDREN'S COMMISSIONER 020 7273 5559 020 7273 5868 (fax)
1G Caxton House, Tothill St., London SW1H 9NA www.childrenscommissioner.org.uk

BBC www.bbc.co.uk/Schools/bullying
CoastKid www.coastkid.org
Department for Education and Skills (DfES) www.dfes.gov.uk/bullying
The Anti-Bullying Alliance www.anti-bullyingalliance.org
The Anti-Bullying Network www.antibullying.net
The National Children's Bureau www.ncb.org.uk
The Samaritans www.samaritans.org
Cyber bullying www.digizen.org/cyberbullying/overview
Catholic Children's Society www.cathchild.co.uk
[DfE: Preventing and Tackling Bullying \(2017\)](#)

APPENDIX 3 - Advice Sheet for pupils who are being bullied

Remember bullies thrive on silence

- If you are being bullied tell someone, preferably a trusted adult.
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault.
- Make friends or stay around others.
- If worried, stay near a playground supervisor or at break.
- Expensive items and large sums of money should be left at home.
- Try not to show you are upset.
- Try to ignore it at the time of the incident - stay calm - walk away to safety.

Advice Sheet for pupils who see someone being bullied

- If you see someone being bullied or in distress ACT. Watching or doing nothing can suggest support of the bully.
- Tell an adult immediately.
- Try to be a friend to the person who is being bullied.
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.
- Never join in with a bully – physically, verbally or by isolating another child.

Advice for pupils who are using bullying behaviour

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long lasting effect on others.
- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset.
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.
- A bully doesn't have many true friends.
- Change your bullying behaviour straightaway and become a 'hero' not a 'baddie'.
- Speak to an adult about your bullying behaviour.

Remember we are a 'TELLING SCHOOL'. Bullying in any form will not be tolerated.