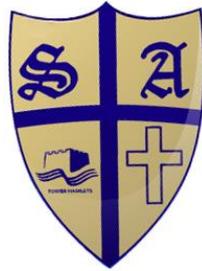


ST AGNES

Catholic Primary School

With Jesus beside us, we do our best



Anti-Bullying Policy

Created on: December 2015

Author: B. McDaid

Approved by: Governors

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By: B. McDaid

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By: B. McDaid



Our Vision and Values

At St. Agnes we believe that although we are all very different we have a way of living, behaving and doing things that allow us to serve as a witness to the Catholic Faith in our Lord Jesus Christ.

Our school motto is: **With Jesus Beside Us We Do Our Best to:**



Believe

We are all valued in God's family and the school family. We **believe** in ourselves and in our abilities.

Persevere

When things get difficult we will **persevere** so that we will grow stronger, realising we can turn to each other and God.

Contribute

We will **contribute** to the life of the school, the parish, the local community and the wider world to which we all belong.

By doing these we will:

Achieve

By being the best we can be, we will **achieve** in making a difference to others and living as God would want us to.

Statement of Intent

St. Agnes Catholic Primary School, in wishing to develop its anti-bullying strategies, has evolved this policy to support governors, staff, parents and pupils in their efforts to eradicate all forms of bullying from within the school.

The school hopes to illustrate its concern about the whole issue of bullying via a whole school approach of awareness raising and implementation of this policy.

Our aim, with the support of parents, staff and governors is to provide a safe and harmonious environment for all of our pupils where everybody looks after each other.

Aims and Objectives of this Policy

The aim of this policy is to provide clear guidance to governors, staff, parents and pupils on our strategies to prevent/reduce and respond to bullying, as well as working with the victims and perpetrators.

Bullying is:

- ◆ Deliberately hurtful, either physically, emotionally or psychologically.
- ◆ Usually repeated over a period of time by another individual or a group.
- ◆ Difficult for victims to defend themselves against.

Bullying can take many forms, but the main types are:

- ◆ Physical – hitting, kicking, taking belongings
- ◆ Verbal - Name calling, insulting, making offensive remarks
- ◆ Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- ◆ Racist – racial taunts, graffiti, gestures



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- ◆ Emotional-being unfriendly, excluding, tormenting.
- ◆ Sexual- unwanted physical contact or sexually abusive comments.
- ◆ Homophobic- focusing on the issue of sexuality
- ◆ Cyber- using the Internet; email, chat rooms, mobile phones.

Who is involved with bullying and where?

The school accepts that there is a danger of bullying in all schools.

We are alert to the fact that bullying is most likely to occur when adult supervision is intermittent such as in the school playground. Therefore reporting procedures are in place for children to bring such incidents to the attention of the staff.

We recognize that both boys and girls can be victim or perpetrator within this issue. Bullies can come from any kind of family; there is no pattern of social class or cultural group.

One pupil may start bullying a victim and then others become involved. They may:

- ◆ help a bully by joining in
- ◆ help the bully by watching, shouting and laughing
- ◆ remain uninvolved
- ◆ help the victim directly, tell the bully to stop, fetch an adult.

Possible symptoms of Bullying

Common symptoms include:

- ◆ Headaches, stomach aches, anxiety, irritability, tearfulness, aggression.
- ◆ Reluctance to go to school, loss in communication, academic deterioration, loss of appetite, apathy and indifference to those closest to them, trouble sleeping and self-harm.

Who may become a victim?

The school is aware that:

Any child may become a victim

However we remain alert to the fact that certain factors can make bullying more likely:

- ◆ lacking close friends in school
- ◆ being shy
- ◆ being from a different racial or ethnic group from the majority
- ◆ being different in some respect (accent or dress code)
- ◆ having special educational needs or a disability
- ◆ behaving inappropriately, being a nuisance.
- ◆ appearing to have more/less than other children i.e. mobile phones, trainers.

The RHSE and RE schemes of work promote the value of all human beings in all their differences and diversities.

Roles and Responsibilities

Head teacher

- ◆ Sharing the policy with the school and parents.
- ◆ Making sure the policy is implemented
- ◆ To monitor, review and evaluate the effectiveness of the policy
- ◆ Ensure staff are trained and kept up to date.



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- ◆ Liaise with governors and parents. Make sure the children, parents and staff know the head teacher is available and supportive.

Governors

- ◆ Support the head teacher in following the guidelines
- ◆ Inform and consult with parents
- ◆ Ensure the policy is in line with national and local guidelines.

Pupils

- ◆ Know about the policy and understand it.
- ◆ Feel secure in their understanding.
- ◆ Understand the support /reporting structure
- ◆ Play an active part in implementing strategies.

Parents

- ◆ Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying should contact their child's class teacher immediately.
- ◆ Parents have a responsibility to support the school's ethos and anti-bullying policy and to actively encourage their child to be a positive member of the school.
- ◆ Parents have a responsibility to behave in an appropriate manner within the school grounds and refrain from using intimidation within the school community.

Support Staff/Outside Agencies

These adults are actively involved in working with children in small groups and on a one to one basis for the following reasons:

- ◆ To help with friendship issues and build self-esteem.
- ◆ To develop anti bullying strategies such as working with children on anger management
- ◆ To develop emotional literacy
- ◆ To support bereaved children

Proactive Strategies to tackle Bullying

St Agnes School uses a range of proactive strategies to create an environment that inhibits bullying both in the school building and playground.

- ◆ Staff lead by example in modelling behaviour with full support from the school.
- ◆ Use assemblies to underpin a clear, anti-bullying message.
- ◆ Use the school council as an effective reporting system. Schools need to listen; acknowledge and act on the student feedback
- ◆ Develop a restorative ethos and culture to support the development of social and emotional skills
- ◆ Use curriculum work to embed anti-bullying work, particularly through interactive methods (e.g. drama), RE, RHSE
- ◆ Participate in Anti Bullying Week including any Tower Hamlets initiatives
- ◆ To refer to playground rules as mentioned in the Behaviour Policy and displayed in the playground.
- ◆ Improve the school grounds – anti-bullying maps produced by students can identify hot spots – playgrounds need quiet zones and zoning for activities
- ◆ Begin to look at Peer support strategies
- ◆ Use outside agencies (visiting Police Officers, Drama Therapist, Business Partners) to boost self-esteem and help all children to gain self-confidence.
- ◆ Early identification of vulnerable students to monitor



Reactive Strategies to tackle Bullying

- ◆ Children know who to approach if they feel they are being bullied and feel safe in sharing their feelings.
- ◆ Adults respond to all reports of bullying. Listen carefully and don't make assumptions.
- ◆ All accounts are investigated.
- ◆ Where investigation leads to the conclusion that bullying has taken place the incident should be recorded and reported to the head teacher.
- ◆ The head teacher or deputy will speak to both the bully and the victim.
- ◆ Parents may be informed
- ◆ The head teacher or deputy should record action taken and follow up checking bullying has not resumed.
- ◆ Direct sanctions may involve isolating the bully.

Other solutions may include:

- ◆ Exploring restorative justice – where the bully acknowledges the impact of what s/he has done and sets out to make reparation.
- ◆ 1:1 target setting with the culprit
- ◆ Developing a personal behaviour plan/contract
- ◆ Offering a peer support scheme,
- ◆ Involving parents/outside agencies
- ◆ Excluding offender only in extreme cases of persistent bullying.
- ◆ Involvement of School staff for counselling victim and bully.

Whole School Strategies

- ◆ Adults can refer children to named adults if they feel the children are in danger of being bullied or becoming bullies.
- ◆ We have children appointed as Playground Friends whose job it is to look out for children who are alone or upset and play with them or tell an adult if any child is distressed.
- ◆ Auditing for bullying behaviour on a regular basis to provide a base line info sheet from all about the levels and types of bullying prevalent in the school
- ◆ Numerous or persistent cases may require whole class level intervention. (circle time)
- ◆ Individual pupils may require additional support (Bully and victim)
- ◆ Intervention from SENCo, behaviour reports.
- ◆ Posters showing Help Lines are displayed in the school.
- ◆ Children are given the opportunity to discuss issues i.e. circle time, worry box.



CYBER BULLYING

The responsibilities of the school and of pupils as set out previously apply.

Please see the Pupil Online Safety Policy for more information on how the school keeps pupils safe online

St Agnes School believes that everyone in the school community has the right to learn and to teach in a supportive and caring environment without fear of being bullied. We are committed to helping all members of the school community to benefit from information and communication technology, whilst understanding its risks, and to equip children with the knowledge and skills to be able to use it safely and responsibly.

No Blame Approach

Sometimes children are part of cyberbullying without realising. There can be a lot of pressure from other children to “join in” and it is difficult to stop once you are part of it.

School staff employ a ‘no blame’ approach to support and encourage pupils to tell an adult if they know that someone is being bullied online, or if they feel that they have become involved themselves in cyber-bullying activity.

We encourage pupils and parents to discuss any concerns or worries they have about online bullying both in school and out of school with staff. All concerns are taken seriously and dealt with appropriately.

Aims

We aim to ensure that:

1. Pupils, staff and parents know about cyber bullying and its consequences;
2. We have the knowledge, policies and procedures to deter and, if necessary, to deal with cyber bullying in school or within the school community;
3. We monitor the effectiveness of our procedures.

What is cyber bullying?

“Cyber bullying (also called ‘online bullying’) is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.”

Childline website

- ◆ Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology.
- ◆ It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
- ◆ It can take place across age groups and target pupils, staff and others.
- ◆ It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
- ◆ It can include messages intended as jokes, but which have a harmful or upsetting effect.

Cyber bullying may be carried out in many ways, including:

- ◆ Threatening, intimidating or upsetting text messages;
- ◆ Threatening or embarrassing pictures and video clips via mobile phone cameras
- ◆ Silent or abusive phone calls or using the victim’s phone to harass others, to make them think the victim is responsible;



- ◆ Threatening or bullying emails possibly sent using a pseudonym or using someone else's name;
- ◆ Menacing or upsetting responses to someone in a chat-room;
- ◆ Unpleasant messages sent during instant messaging (e.g. BBM, MSN, WhatsApp)
- ◆ Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook and Twitter)

In some cases, this type of bullying can be a criminal offence.

Responding to cyber bullying

Cyber bullying will generally be dealt with through the schools E-Safety Policy. A cyber bullying incident might include features different to other forms of bullying, prompting a particular response. Key differences might be:

- ◆ Impact: possibly extensive scale and scope
- ◆ Location: the anytime and anywhere nature of cyber bullying
- ◆ Anonymity: the person being bullied might not know who the perpetrator is
- ◆ Motivation: the perpetrator might not realise that his/her actions are bullying
- ◆ Evidence: the subject of the bullying will have evidence of what happened

Support for the person being bullied

As with any form of bullying, support for the individual will depend on the circumstances. Examples include:

- ◆ Emotional support and reassurance that it was right to report the incident
- ◆ Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff- (screen munching, screen shot as soon as the message is received preventing the perpetrator from deleting it.)
- ◆ Advice on other aspects of the code to prevent re-occurrence
- ◆ Advice on how the perpetrator might be blocked from the individual's sites or services
- ◆ Actions, where possible and appropriate, to have offending material removed
- ◆ Advice to consider changing email addresses and/or mobile phone numbers
- ◆ Discuss contacting the police in cases of suspected illegal content

Investigation

Again, the nature of any investigation will depend on the circumstances. It may include, for example,

- ◆ Review of evidence and advice to preserve it, for example by saving or printing (E.g. phone messages, texts, emails, website pages)
- ◆ Efforts to identify the perpetrator: this may include looking at the media, systems and sites used. Witnesses may have useful information.
- ◆ Requesting a pupil to: reveal a message; or other phone content; or confiscating a phone.

Working with the perpetrator

Work with the perpetrator and any sanctions will be determined on an individual basis, in accordance with the Anti-Bullying Policy, with the intention of:

- ◆ Helping the person harmed to feel safe again and be assured that the bullying will stop.
- ◆ Holding the perpetrator to account, so they recognise the harm caused and do not repeat the behaviour.
- ◆ Helping bullies to recognise the consequences of their actions and facilitating change in their attitude and behaviour.
- ◆ Demonstrating that cyber bullying is, as any other form of bullying is, unacceptable and that the school has effective ways of dealing with it.



Cyber Safety Code

Three Steps to Safety

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including phone numbers or passwords.
2. If someone insults you online or by phone, stay calm. Ignore them, but tell someone you trust.
3. "Do as you would be done by!" think how you would feel if you were bullied. You are responsible for your behaviour - so don't distress other people or encourage others to do so.

If you are being bullied

It is never your fault. It can be stopped and it can usually be traced.

- ◆ Don't ignore the bullying. Don't reply, but do tell someone you can trust, such as a teacher or parent, or call an advice line.
- ◆ Try to stay calm: If you seem frightened or angry it will only make the person bullying you more likely to continue.

Text / video messaging

- ◆ You can turn off incoming messages for a couple of days.
- ◆ If bullying persists you can change your number (ask your mobile phone provider).
- ◆ Do not reply to abusive or worrying messages. You can report them to your mobile phone provider.

Email

- ◆ Never reply to unpleasant or unwanted messages
- ◆ Don't accept emails or open files from people you don't know.
- ◆ Don't delete bullying emails – print them or save them as evidence in a separate folder.

Social networking sites, chat rooms and instant messaging

- ◆ Change privacy settings: so you can choose who to be friends with and who can see your profile. Don't add anyone you don't know to your friend list.
- ◆ Don't use your real name in chat rooms.
- ◆ Never give out your photo or personal details, such as your address, phone number or which school you go to.
- ◆ Don't post any pictures or videos you wouldn't be happy for your parents or teachers to see. Once they are online they can be copied and posted in other places where you can't get rid of them.
- ◆ Keep your passwords private and don't tell anyone, not even your best friend.

Always report bullying incidents, not doing that allows the bully to continue. That's not good for the victims, for those who witness the incidents or for the Bully; who may need help to change their antisocial behaviour.

Services/help organisations

- KIDSCAPE Parents Helpline 0845 120 5204
- Childline - 0800 11 11
- Bullying online www.bullying.co.uk
- Beatbullying www.beatbullying.org
- Anti-bullying Network www.antibullying.net
- [Anti-Bullying Alliance www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)