

S. ANSELM'S SCHOOL ANTI-BULLYING POLICY

Date Implemented: July 1996



Monitoring:	HEAD OF PSHE
Named Person Responsible:	H D Lings
Last Reviewed:	Jun 2009
Policy Review Date:	Jun 2010
Inclusions:	Cyber Bullying Policy

Bullying

Since figures show us that one child in five is bullied in school, it is essential that S. Anselm's is seen to be taking a very positive role to ensure it is kept to a minimum – it is rather a false statement for any Head to claim that no bullying exists in his school, as it indicates that he has quite definitely got his head in the sand.

Bullying thrives in an atmosphere of uncertainty, secrecy and fear, so if S. Anselm's is true to its committed, caring, community ethos, there should be much less room for the bully to succeed. It would be naïve to believe that all pupils are going to get on well all of the time, but it is up to all staff to ensure that few opportunities exist for the wilful, conscious, and sustained desire to hurt, threaten or frighten. A safe, secure and positive environment is crucial to ensure that as little bullying as possible exists.

All staff must be vigilant at all times and particularly at break times. When on duty, they must patrol regularly and they must include places like the changing-rooms and toilet blocks where bullying could occur.

The issue of bullying is specifically addressed in assemblies in the Autumn Term using talks and video productions that are seen by the whole school. These are followed by discussion in Tutor Groups, and the agreeing and signing of an **Anti-bullying charter** (see end of document, insert 1) by all pupils who feel able so to do. This charter is prominently displayed around the school.

Every child is also given an A5 leaflet, **"Bullying Matters"** (see end of document, insert 3), which outlines what bullying is, how they should respond if bullied, and the action that the school will take. This leaflet is in a plastic wallet and is the pupil's own property.

At this time, a letter about our Anti-Bullying policy is sent to every parent in the Prep school, (insert 3) along with a copy of the pupils' **"Bullying Matters"** leaflet.

Bullying is not a topic dealt with lightly by the Head. The children are addressed quite openly if it is felt something is amiss. One great benefit of the system at S. Anselm's is that the prefects are also on the look out for bullies and experience has proved that they are prepared to come to discuss matters with the Head. This is felt to be a crucial part in keeping bullying to a minimum.

Because the topic is such a serious one, all staff are exhorted to voice any suspicion of its occurrence at Staff Meetings, and more immediately to the Head in person. Confirmed incidents of bullying are taken seriously and recorded. A book is also kept in the staff room, for noting down occasional incidents of unkindness which are seen or reported, so that a pattern of behaviour can be seen, and a child who is constantly upsetting others can be identified, even if they have not "bullied" another child, by the definition above. Each duty team also signs the duty book, at the end of the day, and incidents of unkindness can be recorded there, too

The head and his deputy implement the reporting and recording procedure laid out at the end of **"Bullying Matters"**, and are in contact with parents, as appropriate.

This QCA document has been adopted, and adapted to our own school situation, as excellent advice for staff and a reference for parents, on understanding and addressing bullying issues.

1. Introduction

The role of this report is twofold: - primarily, while not detracting from the responsibility of Boards of Governors and senior management, it is to support schools to develop a 'whole school' approach to handling bullying. Secondly, the report aims to assist schools to make the entire school community, that is pupils, parents, teachers and those agencies who work with/in schools, more cognisant of bullying behaviour. It is particularly important that the issue of bullying be placed in a general community context to ensure co-operation of all local agencies in dealing appropriately with it.

The function of the school is to provide the optimum standard of education for all its pupils. A safe and secure environment is essential to achieving this goal. Bullying thrives in an atmosphere of uncertainty, secrecy and fear and by its very nature undermines and weakens the quality of education and imposes psychological damage. Therefore, it is an issue which must be positively and firmly addressed through school and local community based measures and strategies.

Bullying affects not only those immediately involved – it affects everyone in the classroom, the school community and ultimately, the wider community. A high degree of collective vigilance is needed if bullying is to be detected and dealt with in an appropriate way.

2. What is Bullying?

It is the wilful, conscious desire to hurt, threaten or frighten someone (Tattum & Herbert, 1993)

3. Types of Bullying

Bullying covers a very wide range of activity: -

a. Pupil Behaviour

i) Physical aggression

This includes pushing, shoving, kicking and punching – it may also take the form of severe physical assault. In extreme cases, weapons, such as knives, can be used. This behaviour appears to occur more frequently among boys than girls.

ii) Verbal

Here the voice is used as a weapon. It may be in the form of persistent name-calling directed at the same individual(s) which humiliates, hurts or insults. This bullying is often directed at the victim because of physical appearance, accent or

distinct voice characteristics and academic ability of both high and low achievers. Name-calling may also take the form of suggestive remarks about a pupil's sexual orientation. Bullying can therefore also be racist, sexist and/or homophobic.

iii) Intimidation

This is based on the use of very aggressive body language and tone of voice where the victim is pressurised to do something that he/she does not want to. The bully's facial expression or 'look' can convey aggression and/or dislike. Threats are consistently used to undermine the victim's confidence.

iv) Exclusion

This practice is usually initiated by the bully. The victim is purposely isolated, excluded or ignored by some or the entire class group. It may be compounded by circulating notes, whispering insults which can be overheard by the victim or writing derogatory remarks on blackboards or in public places. Girls most frequently engage in this sort of bullying behaviour.

v) Extortion

Money may be demanded and the victim threatened if he/she does not pay up promptly. The victim may be coerced into stealing for the bully. Such tactics may be employed solely to incriminate the victim.

vi) Damage to property

The bully may focus on the victim's property. As a result, schoolbooks or other personal property may be damaged, stolen or hidden.

b. Teacher Behaviour

Unwittingly or otherwise, a teacher may engage in, instigate or reinforce bullying behaviour by: -

- i) Humiliating a pupil who is academically weak/outstanding or vulnerable in other ways.
- ii) Using sarcasm/negative comments with regard to a pupil's physical appearance or background.
- iii) Using gestures or expressions which are intimidating and threatening.

4. Effects of Bullying

Although victims often remain silent, changes of mood and behaviour can be indicative of their suffering. Victims of bullying feel helpless and overwhelmed by the power that the bully exercises. This leads to insecurity, increased fear, loss of confidence and consequent lowering of self-esteem. Thus, the victim becomes more vulnerable. In extreme cases, bullying can lead to suicide. Vigilance with regard to any behavioural changes is important, as early intervention is crucial.

5. Signs and Symptoms of Bullying Behaviour

A pupil who is being bullied may display some of the following signs and symptoms:

- A pattern of physical illness, eg. Stomach aches, headaches.
- Anxiety about travelling to and from school: wanting to be taken to and collected from school, avoiding regular times for travelling.
- Changes in temperament and/or behaviour
- Signs of anxiety or distress – difficulty in sleeping, not eating, weeping, bed-wetting. Nightmares, stammering, becoming introverted or unsociable.
- Possessions and/or clothing are damaged or missing.
- Increased requests for, and/or stealing possessions/sweets and possibly money.
- Unexplained bruising or cuts.
- Deterioration in educational performance or loss of enthusiasm and interest in school.
- Reluctance and/or refusal to say what is troubling him/her.
- Death from bullying, suicides and attempted suicides.

Individually, these signs and symptoms do not necessarily mean that a pupil is being bullied. However, if there is a combination or repetitive occurrence of these, then further investigation is needed in order to determine what is affecting the pupil.

6. Characteristics of Bullying Behaviour

Bullying is a persistent, predominately secretive activity.

Any child can be bullied through no fault of their own. Recent studies have indicated that 20% of all school children are affected by bullying behaviour.

The victim is perceived to be different. He/she may be sensitive, emotional, passive, a loner, successful – socially or academically, or may be a victim of abuse at home.

In the course of normal activity, pupils may tease or taunt each other. However, there comes a time when this can develop into bullying behaviour. The seriousness and duration of this is directly related to the victim's response to the verbal, physical or psychological aggression.

While some pupils can unwittingly behave in a provocative manner attracting bullying behaviour, 90% of bullying victims are passive.

It is generally accepted that bullying is a learned behaviour, which can be carried out by an individual or a group.

The bully is often insecure, an underachiever with low self-esteem, is power seeking, a show-off, jealous and less motivated than his/her peers. He/she can lack any sense of remorse, and can convince himself/herself that the victim deserves the treatment meted out.

It is important that schools recognise that any pupil can be a victim of, or perpetrator of, bullying behaviour.

7. Where does bullying happen?

Bullying in school often takes place at times when pupils are not adequately supervised. Bullies are able to take advantage of their victim when there is no adult in authority to check their behaviour.

Research shows that most bullying takes place in the playground. It is important that staff:

- a. Supervise vigilantly areas used by pupils
- b. Encourage constructive activities and play
- c. Visit areas obscured from general view
- d. Watch physical games carefully and are aware of groups or individuals whose body language suggests that intimidation is happening

- e. Encourage older pupils and guides to be aware of the play patterns of their younger charges, and report concerns to staff

Other areas where there is opportunity for intimidation include:- toilets, cloakrooms, locker areas, corridors, showers, changing rooms and school buses. Close supervision is required if the incidence of bullying is to be reduced.

Bullying may also occur in the classroom. This is where the teacher plays an important role in providing an atmosphere of stability and security. Pupils must be discouraged from using verbal or physical abuse, however subtle. Teachers should also refrain from using demeaning and sarcastic language.

Not everything is Bullying!

You need to be careful before you accuse someone of bullying – it is a serious thing to say of anyone. Normally people start off by being unkind – saying something or doing something unkind or silly. If they continue with this it could be called teasing – and more than one person might become involved. If it is repeated and deliberate then this might become bullying. Hopefully it will have stopped before it gets to this stage. Remember to ask for help from your friends, Prefects, or your Tutor / member of staff, at any of these stages.



8. Action taken and recording policy

Bullying is an issue which must be taken seriously by all staff and any incidents of bullying must be acted upon and followed up with a sense of urgency.

For any alleged incident of bullying brought to the attention of a member of staff, the child should be interviewed in private. They should be assured that no action at all would be taken without their permission.

In minor cases of teasing or taunting a friendly word with the perpetrator is often sufficient.

If the incident is recurrent or more serious, it must be investigated without delay. Action should be taken to stop the bullying and restore the victim's security. Follow-up is a vital part of this process. If the child is uncomfortable and requests a move, we must ensure that they don't have to continue sleeping/eating/changing/working next to each other. Details should be recorded on the 'Bullying Report Sheet' which is to be found in the back of the Conduct Book.

A note is made of

- Pupils involved
- Description of incident
- Action taken
- Follow up
- Copies to be placed in tutor files of children involved
- Copies to form tutors and Deputy Headmaster

Continued bullying – this will be dealt with following five disciplinary steps:

1st Incident

Recorded in Conduct Book and/or Incident Sheet in Staff Room.

Individual informed of this and seen by Tutor/Deputy Head and/or Headmaster. Warned that another incident will result in parents being informed.

2nd Incident

Recorded in Conduct Book and Incident Sheet in Staff Room.

Individual informed and seen by Headmaster. Parents informed and warned that a further incident will result in a meeting with Headmaster (Optional HM Card).

3rd Incident

Recorded in Conduct Book and Incident Sheet in Staff Room.

Individual informed and seen by Headmaster, Parents requested to come to school and together with individual pupil warned that a further incident will result in suspension.

4th Incident

As above and immediate suspension for a minimum of three days.

5th Incident

All above procedure re. recording. Parents informed immediately and pupil will be asked to leave the school – expulsion.

Bullying Report Sheet

Date.....

Definition

Any wilful act which causes pain or stress to another person. This may be in the form of gesture, physical or verbal aggression, deliberate exclusion, or extortion.

Pupils involved

Description of incident

Action taken

Follow up (with times and dates)

- COPIES:
1. To files of children involved
 2. to children's tutors
 3. to Deputy Head

Ringling Home

With a Problem?

Have you tried to discuss
the matter with:
another child?
a member of staff?

Remember, most problems
can be solved here
at school.

The staff are only too
willing to help you.

THERE IS ALWAYS SOMEONE WHO CAN HELP YOU

If you have a problem, then talk about it with someone you like and trust.

At S. Anselm's, there is always someone to help you and these people will offer advice and comfort.

Friends, Prefects, Monitors, Form Tutor, Matron, Houseparent, Housemaster, Mr. and Mrs. Berry, Mr. and Mrs. Northcott.

Remember, you do not have to face your problems alone.



Q. What is bullying? A. Words or actions intended to frighten or hurt.

Bullying can be physical

- | | |
|----------|-----------------------------|
| Hitting | Kicking |
| Punching | Biting |
| Pinching | Any action intended to hurt |

Bullies can also use words to tease about someone's

- | | |
|-------------|--------------|
| Shape | Colour |
| Looks | Intelligence |
| Nationality | Family |

Bullies like to intimidate and pressure their victim to

- Do something they don't want to
- Hand over possessions to another person against their will

Bullies may hide or damage people's books, pens, shoes – or any other belongings

- in order to make them upset
- or to get them into trouble

Bullies exclude people and encourage others to do the same

- they may leave people out of games or refuse to share a book or a seat
- deliberately ignoring someone can be bullying

How do bullies act?

Sometimes alone – sometimes in groups.

Bullies often get others to do their bullying for them; they have the ideas, but don't want to be caught bullying.

What do bullies look like?

They come in all shapes and sizes ...

- all ages
- boys and girls
- men and women

Bullies are not always obvious. Sometimes they appear to be popular.

Bullies like having power over people.

What do I do if I see someone being bullied?

Support him/her – don't only help your friends or someone in your class but support all victims, even those you may not like.

You know that bullying is wrong.

Don't ignore bullying because it doesn't involve you.

Don't enjoy bullying.

Watching someone being bullied and doing nothing is much the same as doing the bullying yourself.

How do I support someone?

- get adult help
- be kind to the victim
- stick up for him/her
- tell the bully he/she is bullying

What do I do if I am bullied?

Tell someone you trust

A friend

A senior pupil

Your Form Teacher

Your Tutor

Your House Parent

Any member of Staff

One of the Matrons

What will the School do if I am bullied?**The School will support you.**

The School will listen to all worries about bullying

It will try to stop the bullying by taking it seriously and making you feel secure.

All bullying offences will be recorded in the Conduct Book and your Tutor informed. The Headmaster will be made aware of 2nd offences and they will be taken very seriously. Parents will be informed. Further incidents could result in interviews with your parents, suspension or even expulsion.

S. ANSELM'S IS FOR *FRIENDSHIP* **AND AGAINST *ANTI-SOCIAL BEHAVIOUR***



FRIENDSHIP:

- ⇒ Includes others
- ⇒ Looks for the best in people
- ⇒ Cares for others, their property and their reputations
- ⇒ Makes our school a happy and safe experience for everyone in it

ANTI-SOCIAL BEHAVIOUR:

- Name-calling
- Teasing
- Demands for money or possessions
- Damaging or removing or hiding belongings of others
- Excluding or isolating someone on purpose
- Physical violence
- Put-downs
- Verbal abuse
- Other actions that are meant to hurt another person

S. ANSELM'S SCHOOL CYBER-BULLYING POLICY



Monitoring : HEAD OF IT / DEPUTY HEAD

Named Person Responsible : D E Young / P J Berry

Reviewed : Jul 09

Policy Review Date : Jul 2010

See also :

S. Anselm's Anti-Bullying Policy
Child Protection Policy
Internet / E-Safety Policy

Introduction/Aim

This Policy works in conjunction with the school Anti-Bullying Policy and the school Internet / E-safety policy.

Given the increasing methods of electronic communication it is essential that the school are aware of the risks of bullying taking place by 'ether' methods of communications.

More advice can be found via www.thinkuknow.co.uk and www.ceop.gov.uk/

Cyberbullying:

Definition: the use of information & communication technology (ICT), particularly mobile phones, email and the internet, deliberately to upset someone.

Examples include:

- **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 (i.e. MSN, Bebo, etc.).
- **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.

What can you do as a parent?

- Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
- Make sure they know what to do if they or someone they know are being cyberbullied.
- Encourage your child to talk to you if they have any problems with cyberbullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
- Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour. Some suggestions for parents to stay involved are:
- Keep the computer in a public place in the house. Periodically check on what your child is doing. Discuss the kinds of Internet activities your child enjoys.

What can you do as a Student?

There is plenty of online advice on how to react to cyberbullying at www.thinkuknow.co.uk/. Other helpful websites include www.kidscape.org and www.wiredsafety.org have some useful tips:

If you are being bullied, 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.

Text/Video Messaging

- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your phone number (ask your Mobile service provider).
- Do not 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.

Email

- Never reply to unpleasant or unwanted emails.
- Don't accept emails or open files from people you do not know.
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host, eg. abuse@hotmail.com.

Web

- If the bullying is on the school website, tell a teacher or parent, just as you would if the bullying was face-to-face.

Chat Room & Instant Messaging

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. Do not give out photos of yourself either.
- Do not accept emails or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write - don't leave yourself open to bullying.

ALWAYS TELL AN ADULT!

Cyberbullying: 3 Steps to Safety:

1. Respect other people - online and off.

Do not spread rumours about people or share their secrets, including phone numbers and passwords.

2. If someone insults you online or by phone, stay calm – and 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 own behaviour - make sure you don’t distress other people or cause them to be bullied by someone else.

Why should we report bullying incidents?

Sometimes students do not want to report bullying incidents because they are frightened that this will make the situation worse. Our school survey showed that this is not normally the case.

Not reporting a bullying incident allows the bully to continue with their bullying behaviour.

This is not good for the bully, who needs help in order to change their antisocial behaviour, or for those who are the victims or those who witness such events.

Students can report incidents in school by talking to their Tutor or any teacher or by email:

If you are being subjected to a sustained level of unpleasantness, which includes any of the behaviours listed, then this should be treated as bullying and be reported to your Tutor or teacher

Once you have reported the bullying incident in school:

A member of staff will talk to you the same day and will go through your statement if one has been made at home, or will take a statement.

The incident will be logged and your Tutor, if they are not already dealing with the incident, will be informed.

An investigation will take place. This will usually take the form of a teacher talking separately to the bully/bullies and to any witnesses.

Action will be taken.

1. It may be that school staff and others will use a 'no blame approach' but this will depend upon the severity of the incident.
2. If it seems appropriate, you and the bully may meet with your Tutor or teacher, and Head of IT to discuss what has been happening and to agree a way forward.
3. If there was a second offence you would be interviewed by the Headmaster and the Head of IT. It may also be that the school may organise a meeting involving your parents. They will certainly be contacted.
4. If substantiated it will be treated like any other serious form of bullying and a third incident would more than likely involve a suspension.
5. If it were clear that you were not learning from previous mistakes and a further incident were to occur it is more than likely that you would be asked to leave the school.
6. All these stages are at the Headmaster's discretion and according to the severity of the instance we may skip a stage(s).

The school makes every attempt to prevent access to social networking sites like Facebook. It is not legal to join Facebook until the age of 13. Entries made on sites like Facebook that are entered off site and not at school (even in the holidays) are still valid, and the school may act to stop and discipline the bullying behaviour or protect the reputation of staff or the school itself. In this sense it will be treated as if it were said to the persons face by the author, and sanctions will follow accordingly.