



# Anti-Bullying Policy





This policy has been written and takes account of the Prevent Guidance and the non-statutory DfE advice “Preventing and Tackling Bullying” (October 2014).

It implemented with due regard to the school’s mission statement.

**‘Inspire, challenge and support all through faith.’**



- Governors are kept informed of pertinent legislation changes and ISI updates through the Curriculum sub-Committee reports.
- Staff are kept informed of pertinent legislation changes and ISI updates during weekly briefing.

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See also - MES Policy, Equal Opportunities and Race Policy, Discipline and Behaviour Policy, E Safety Policy- SEN Policy, Safeguarding Policy, Health & Safety Policy	



# **Runnymede St Edward's School: Mission Statement**

## **'Inspire, Challenge, Support through Faith'**

### **Children's Mission:**

Into your hands Lord, we put each day  
all that we do and all that we say

### **Child Protection Statement:**

Runnymede St Edward's School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

Runnymede St Edward's School follows guidelines laid down by the **Liverpool Safeguarding Children Board** (LSCB: [www.liverpoolscb.org](http://www.liverpoolscb.org) 2015) and **Keeping Children Safe in Education** ([www.gov.uk](http://www.gov.uk) 2015)

### **School Aims:**

#### **Faith**

To encourage and foster the spiritual growth of all and to make prayer an integral and enjoyable experience in our daily life.

#### **Individual Opportunities for Learning and Growth**

To provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community. We are an inclusive school and pupils with additional needs or for whom English is an additional Language are fully supported to enable them to achieve their potential.

#### **Relationships**

To provide a safe, caring and welcoming environment within which all are treated with respect, courtesy and kindness. Runnymede St Edward's School upholds British values and encourages respect for all.

#### **School and Wider Community**

To foster a spirit of co-operation and friendship between home, school and the wider community.

Runnymede St Edward's School is built on the tradition of our founders, the Congregation of Christian Brothers. Based on their vision, Runnymede is a place in which individuals can develop fully, contributing as happy and caring members of a school community. Children's unique talents are valued, and they learn to live as well-mannered, self-disciplined and confident individuals.

**For a detailed School Mission Statement please refer to the Mission Statement page of our website**



## 1 Introduction

- 1.1 This document is a statement of the aims, principles and strategies for dealing with bullying; it is underpinned by the Mission Statement and the Aims of Runnymede St. Edwards School.
- 1.2 The policy takes account of School values and principles that allow pupils to learn how to interact with others and encourages them to talk about bullying.
- 1.3 By applying this Anti-Bullying policy, the School seeks to create an environment where opportunities to bully are limited.
- 1.4 The Anti-Bullying Policy is consistent with the principles that underpin our Equal Opportunities and Race Policy and takes account of the Prevent Guidance and the non-statutory DfE advice "Preventing and Tackling Bullying" (October 2014).

## 2 Aims

- 2.1 The aims of this policy are to:
  - clarify the school's approach to admissions, for staff, pupils, governors, parents or carers, and to clarify the legal requirements and responsibilities;
  - safeguard the rights of pupils, their families and our school;
  - Enable the school to manage admissions properly.

## 3 Definition

- 3.1 Bullying is a complex behaviour.
- 3.2 It is the wilful, conscious desire to hurt, threaten or frighten someone else and is a behaviour which occurs repeatedly over time.
- 3.3 The school understands the seriousness of bullying both physical and emotional -which can cause psychological damage and even suicide in extreme cases. Whilst not a specific criminal offence, there are laws which apply to harassment and threatening behaviour.
- 3.4 Bullying can occur through several types of anti-social behaviour. It can be:
  - **Physical**  
A child can be physically punched, kicked, hit, spat at etc.
  - **Verbal**  
Verbal abuse can take the form of name-calling. It may be directed towards race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer.
  - **Via Technology(cyber-technology)**  
A child can be bullied via the internet and e-mail, word documents, online messaging and forums (social websites), mobile telephones and text messaging and photographs.
  - **Exclusion**



- A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
- **Damage to property or theft**  
Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.
- **Minority Groups**  
Pupils may be bullied because of their culture, sexual orientation or special educational needs. Bullying of this kind may be subtle and take many forms, including those named above.

## 4 Aims

- 4.1 To create a climate in school whereby bullying behaviour is not accepted by any member of the school community, including parents.
- 4.2 To implement strategies for all pupils, staff and parents to work towards the elimination of bullying.
- 4.3 To establish effective procedures to identify and deal with bullying if and when it occurs.
- 4.4 To make use of the curriculum to raise awareness of what bullying is and the school's expectations.
- 4.5 To provide on-going support and counselling for both victims and bullies.
- 4.6 To involve outside professional agencies if and where necessary and helpful.
- 4.7 To identify and record patterns in behaviour or personnel involved that may indicate bullying.
- 4.8 Our aim is to provide a secure environment where pupils can report any incident confidently knowing that it will be taken seriously.

## 5 Prevention

- 5.1 The school curriculum is an important vehicle for activities designed to prevent an incidence of bullying and every opportunity should be taken to use it to counter bullying, for example:
  - Assemblies
  - Religious Education
  - PSCHE
  - Rewards and Sanctions (as stated in the Discipline and Behaviour Policy)
  - Parental involvement
  - Presentations by school and/or outside agencies e.g. police; online anti-bullying programmes; Espresso (ICT package)

These can all be a means of helping with assertiveness, self-esteem, self-awareness, awareness of others, co-operation and conflict. This is not an exhaustive list. Teachers may use a range of strategies and areas in the curriculum.

- 5.2 Raising awareness of staff through training, all staff will keep up to date with their understanding of the principles of this policy and their legal responsibilities in regard to preventing, dealing with and recording incidents of bullying; this will include being aware of possible signs of bullying, including on-line bullying, identifying action to resolve and prevent



problems and knowing how to access sources of support. Pupil matters are discussed weekly in staff meetings. Staff receive regular training on recognising signs and symptoms of bullying. A bullying incident should be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

**5.3** Working with parents and guardians. Parents play a key role in the management of incidents of bullying. Any parent who suspects that their child may be being bullied or is involved in bullying other children should speak to their child's Class Teacher. The child should be encouraged by their parents, to talk to their Class Teacher about problems they are experiencing with other children or to talk about their involvement (including when they have found themselves a bystander) in the bullying of other children. All parents are expected to support the School's Anti Bullying Policy.

**5.4** Raising awareness of pupil responsibilities. The responsibility for preventing bullying is shared with all adults and children involved in the School. Children are expected to put into practice what they have learnt in School about anti-bullying and to make a positive contribution to the School and the happiness and safety of all the children within it

**5.5. Children who may be vulnerable and at risk of bullying:**

- Children who are perceived as different from their peers such as overweight or underweight, wearing glasses or different clothing, being new to a school or being unable to afford what children consider cool.
- Children who are perceived as weak or unable to defend themselves.
- Children who are depressed, anxious or have a low self-esteem.
- Children who are less popular as others and have less friends.
- SEND or EAL children.
- Looked After Children

**5.6** As a school we are aware that bullying can take place outside of school.



## 6 Implementation

- 6.4 Organise the community in order to minimise opportunities for bullying e.g. provide increased supervision at problem times.
- 6.5 Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other.
- 6.6 Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- 6.7 Regularly Review the School Policy, its implementation and its degree of success.
- 6.8 The school staff are to have a firm but fair discipline structure.
- 6.9 Not use teaching materials or equipment, which gives a bad or negative view of any group because of their ethnic origin or gender etc.
- 6.10 Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people.
- 6.11 Encourage pupils to treat everyone with respect.
- 6.12 We will treat bullying as a serious offence and take every possible action to eradicate it from our school.

## 7 Procedures

- 7.4 Children feel able to report bullying to any member of staff and that the matter will be treated seriously (See 6.) Staff are available during the school day and before and after school.
- 7.5 Through staff meetings and specific training staff are aware of the threshold for reporting bullying issues to external agencies (such as police/children's social care).
- 7.6 Any bullying incident is recorded on an Incident Log, kept in the Incident file (locked in the Secretary's Office)
- 7.7 A copy of this Incident Log entry will also be logged with The Head Teacher who keeps a separate Bullying Incident Log.
- 7.8 The Head Teacher reports to staff termly on the effectiveness of behaviour management within the school at which time any patterns of behaviour, person/s can be identified and acted upon.
- 7.9 The Head Teacher will report annually to the Governing Body on the effectiveness of behaviour management within the school at which time any patterns of behaviour, person/s can be identified and acted upon.
- 7.10 Staff are aware that a bullying incident should be treated as a safeguarding concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.
- 7.11 Our aim is to provide a secure environment where pupils can report any incident confidently knowing that it will be taken seriously.
- 7.12 School seeks opportunities at parent meetings to discuss how parents can assist in preventing bullying



## 8 Management of Incidents

### 8.4 Staff will be available to:

- Listen to any concerns and inform the Headteacher of incidents they feel are of a serious nature.
- Investigate any allegation as soon as possible.
- Record the incident in the School's Anti-bullying file.
- Report incidents to the Chair of Governors and Headteacher's report
- Respond appropriately and consistently in line with the Discipline and Behaviour Policy.

## 9 Follow up

9.4 If bullying is suspected, we talk to the suspected victim, the suspected bully and any witnesses.

9.5 If any degree of bullying is identified, the following action will be taken:

- Help, support and counselling will be given as is appropriate to both the victims and the bullies:
- The Head Teacher will inform Chair of Governors and a decision will be made to contact the police or social care if it is assessed that the child is believed to be suffering or likely to suffer significant harm,

## 10 Victim Support

10.4 By offering them an immediate opportunity to talk about the experiences with their class teacher, or another teacher if they choose.

10.5 Informing the victim's parents/guardians.

10.6 By offering continuing support when they feel they need it.

10.7 We also discipline, yet try to help the **bullies** in the following ways:

- By talking about what happened, to discover why they became involved.
- Informing the bullies' parents/guardians.
- By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- By taking one or more of the four disciplinary steps described in para. 11 to prevent more bullying, we would envisage that steps 3, 4 and 5 would only be used in the case of serious incidents.



## 11 Disciplinary Steps:-

- 11.4 They will be warned officially to stop offending.
- 11.5 Informing the bully's parents/guardians.
- 11.6 If they do not stop bullying they will be suspended for a minor fixed period (one or two days).
- 11.7 If they then carry on they will be recommended for suspension for a major fixed period (up to five days) or an indefinite period. The Head Teacher will be in consultation with the Governing Body.
- 11.8 If they will not end such behaviour, they will be recommended for permanent exclusion (expulsion).

## 12 Cyber - bullying

- 12.4 Cyber-bullying is defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'.
- 12.5 Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress, or when the communication is grossly offensive, indecent or threatening.
- 12.6 Research indicates cyber bullying is a feature of many young people's lives. It may also affect members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by pupils.
- 12.7 Cyber bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation; exclusion or peer rejection, impersonation, unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images), and manipulation. It is never acceptable.
- 12.8 Some cyber bullying is clearly deliberate and aggressive, but other incidents of cyber-bullying may be non-intentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy.
- 12.9 It is important that pupils are made aware of the effects of their actions and that participating in such activity will not be tolerated. Pupils acting as 'accessories', who actively support cyber bullying will be dealt with under the terms of this Anti-Bullying Policy, in addition to the preventative measures described in this policy,
- 12.10 The wider search powers included in the Education Act of 2011 give teachers powers to search for and, if necessary, delete inappropriate images (or files).
- 12.11 Cyber-bullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.
- 12.12 Cyber-bullying differs in several significant ways from other kinds of bullying in the :
  - the invasion of home and personal space;
  - the difficulty in controlling electronically circulated messages,
  - the size of the audience,
  - perceived anonymity



- the profile of the person doing the bullying and their target.

**12.13** Any instances of Cyber Bullying will result in an immediate two days suspension.

### **13 E - Safety**

**13.4** Runnymede St Edward's School expects all pupils to adhere to its rules for the safe use of the internet.

**13.5** Certain sites are blocked by our filtering system and all staff monitor pupils' use.(See E Safety Policy)

**13.6** In PSHE and C lessons pupils have had specific teaching regarding the safe and responsible use of social networking sites and guidance is offered on keeping names, addresses passwords mobile phone numbers and other personal details safe.

**13.7** Mobile phones are not permitted in school (Cathedral choristers are excluded from this rule but must surrender their device to the office for safekeeping during the school day).

### **14 Useful Numbers and Websites**

**14.4** Children's Legal Centre (free legal advice on all aspects of the law affecting children and young people): 0845 120 2948

**14.5** [www.bullying.co.uk](http://www.bullying.co.uk) is a very comprehensive site containing general information about bullying [www.direct.gov.uk](http://www.direct.gov.uk) contains Government issued advice and information about bullying

**14.6** [www.digizen.org/cyberbullying/](http://www.digizen.org/cyberbullying/) has further information on cyberbullying

**14.7** [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) contains general advice for parents on many issues, including bullying. It also has a very active forum about bullying for parents which can be found here

**14.8** [www.bbclic.com](http://www.bbclic.com) is a comprehensive site for young people about bullying

**14.9** Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

### **15 Policy Monitoring**

**15.4** This policy and its practice will be monitored in line with our MES policy.

B. Slater - Headteacher

January 2016



The following are links to some very useful information regarding bullying and e-safety for parents, careers and children.

	<p><b>Think U Know – Contains internet safety advice for those aged from 5 to 16, along with parents and teachers, this site is produced by CEOP (the Child Exploitation and Online Protection Centre).</b></p>
	<p><b>Kidsmart – An award-winning internet safety program me for children.</b></p>
	<p>Know IT All – lots of useful advice for keeping yourselves and your children safe on the Internet</p>
	<p>Bullying UK – Information and advice about bullying for children, parents and schools.</p>
	<p>Kidscape – An organization which helps to prevent bullying and child abuse.</p>
	<p>Child line – Child Line is the free helpline for children and young people in the UK.</p>



	<p>BBC Stay Safe – Test your Internet safety knowledge with Hacker and help the Horrible Histories gang stay safe online.</p>
	<p>Net Smarts Kids– Click on the image opposite to visit the Net Smarts Kids website for lots of e-safety activities.</p>
	<p>Child net International – website to “help make the Internet a great and safe place for children”.</p>
	<p>The Diana Award's Anti-Bullying Campaign involves a number of different projects aimed at reducing bullying in schools. One of our main projects is the Anti-Bullying Ambassadors programme which has trained over 15,000 young people across the UK to lead on anti-bullying campaigns in their schools.</p>