

# ANNECY CATHOLIC PRIMARY SCHOOL

DIOCESE OF ARUNDEL AND BRIGHTON  
EAST SUSSEX COUNTY COUNCIL

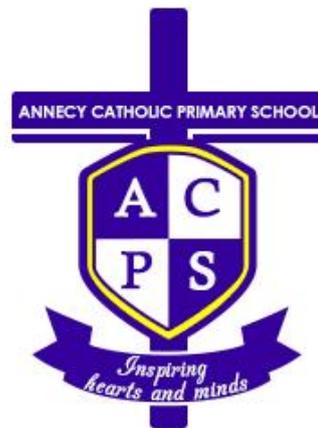
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<b>Approved by</b>	Governing Body
<b>Date</b>	September 2019
<b>Date for Review</b>	October 2020
<b>Responsibility</b>	Headteacher

## ANTI-BULLYING POLICY & PROCEDURES

## Mission statement

“For with God nothing shall be impossible” Luke 1: 37

- Believing that ALL can succeed, not some or many
- Promoting education as a lifelong journey and one that fulfils every child’s God-given gifts, talents and potential
- Creating a safe and loving environment, where everyone knows that they are loved and valued as a child of God
- Using the Gospel values, not only for the social, moral and spiritual development of pupils, but to underpin the quest for high academic standards within the school
- Working in open and honest partnership with families, the Church and the wider community

## Definition of Bullying

Bullying is when someone or more than one person repeatedly does something mean.

Bullying is:

- Aggression
- Verbal
- Psychological
- Physical
- Or cyber

We say a child is being bullied or picked on, when another child or group of pupils repeatedly say nasty or unpleasant things to him or her.

It is also bullying when a pupil is hit, kicked, threatened, sent nasty notes, texts, emails or when no-one talks to him/her on repeated occasions.

## Aims of the Policy

### 1. Shared Belief

To create a school ethos which encourages children to tell about and discuss incidences of bullying behaviour.

### 2. Understanding

To raise awareness of bullying, as a form of unacceptable behaviour, amongst school staff, pupils and parents/ guardians.

### 3. Identification

To develop procedures for noting and reporting incidents of bullying behaviour.

### 4. Management

To develop procedures for investigating and dealing with bullying behaviour.

## **5. Support**

To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.

### **1. Shared Belief**

We aim to create a safe and secure environment where all can learn without anxiety. This is developed by building a school ethos in which all members are treated equally and with respect. The School Mission Statement underpins our approach to tackling any bullying issues. Activities which help to build the school ethos include:

- Whole school and Key Stage assemblies/Worship
- Class discussions and setting of class rules and expectations
- Pastoral Care Groups
- RE Council
- RE Curriculum / EPR curriculum/ using drama
- Anti-Bullying Week
- Staff promotion of a climate of trust with praise and rewards used to build self-esteem

### **2. Understanding**

We aim to make all those connected with the school aware of our opposition to bullying. We also make it clear that every adult and child has responsibilities with regard to the elimination of bullying. Activities which help to develop understanding and awareness include:

- PC Group, Class 'Circle Time' activities, discussions
- RE Curriculum activities
- Use of computer software on bullying
- Assemblies
- Books and films on bullying
- Participation in National Anti-Bullying Week

### **3. Identification**

We aim to have any incidents of bullying identified and reported through whole school, consistent procedures. These include:

- Children being encouraged to tell an adult if they feel they have experienced bullying
- Awareness of 5 people they can tell
- Class discussions of what is and what is not bullying
- Worry boxes for those who find face-to-face disclosure difficult
- Staff monitoring of children's behaviour and peer relationships in class and in the playground
- Training on identification of bullying behaviour to be given at one staff meeting each year
- Staff training in strategies for dealing with bullying and protective behaviours
- Posters promoting telling
- Childline posters

## **What is cyber bullying?**

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
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Unpleasant messages sent during instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook) in some cases this type of bullying can be a criminal offence.

## **Prevention of Cyber Bullying Understanding and information**

The ICT Subject leader will act as an e-Safety Officer, to oversee the practices and procedures outlined in this policy and monitor their effectiveness. She will ensure that the school maintains details of agencies and resources that may assist in preventing and addressing bullying. Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.

- Pupils will be informed about cyber bullying through curricular and pastoral activities.
- Pupils and staff are expected to comply with the school's Acceptable Computer Use Policy.
- Parents will be provided with information and advice on cyber bullying. Practices and Procedures.
- Positive use of ICT will be promoted and the Acceptable Computer Use Policy will be kept under review as technologies develop.
- CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT.
- The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.
- The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
- Confidential records will be kept of all cyber bullying incidents.

## **Responding to cyber bullying**

A cyber bullying incident might include features different to other forms of bullying, prompting a particular response. Key differences might be:

- 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.
- 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, which may include looking at the media, systems and sites used.

Witnesses may have useful information.

- Contact with the Internet Watch Foundation, the police or LA Safeguarding Officer if images might be illegal or raise child protection issues.
- Requesting a pupil to reveal a message or other phone content or confiscating a phone. Staff do not have the authority to search the contents of 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, as any other form of bullying, is unacceptable and that the school has effective ways of dealing with it. Evaluating the effectiveness of counter bullying procedures Members of staff will report any incidents of cyber bullying to the Head teacher. The Head teacher will review any serious incident within three months of the school dealing with any reported cases and will ensure that an annual review of the Anti-Bullying procedures are carried out. The review will take into account comments and suggested areas for improvement from staff and students, including input from the School Council.

### **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 keep 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 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.
- Never give out your photo or personal details, like 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.
- To report suspicious behaviour online and to learn more about keeping yourself safe online visit [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

**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.**

#### **4. Management**

We aim to produce a consistent response to any bullying incidents that may occur. Procedures are sequential and graduated and work in conjunction with our Behaviour Policy:

- All reported or observed incidents of bullying to be investigated by asking all children concerned the questions – what, where, when, who and why in a calm manner. Details will be recorded on the electronic class behaviour logs by Class Teachers or Teaching Assistants (Lunch time Supervisors will investigate incidents and report to teaching staff).
- Some incidents can initially be dealt with using pastoral intervention. This may involve talking individually to each child involved and then as a group. The aim is to explain why the behaviour was unacceptable, and help each to see the situation from the victim's point of view, promoting change in the future. Records can be made by Teachers or Teaching Assistants. If an incident involving the same child/ children is recorded more than once then the Inclusion Leader needs to be made aware.

- Where a child has bullied another the Head teacher will be informed and action taken to support the bullied child and to help the child bullying change their behaviour.
- Parents will be informed if bullying continues with children not modifying and changing their behaviour.
- Class teachers will inform parents of incidents where bullying has occurred.
- When any serious incident occurs the child/ children are to be seen immediately by the Head Teacher or Inclusion Leader. Following investigation a decision will be made either to follow a behavioural plan within school or to exclude the pupil/ pupils from school for a fixed period of time. Parents will be invited into school to discuss the situation.
- In more extreme cases, for example where behaviour plans and parental discussions have proved ineffective, the Inclusion Leader may contact external support agencies for further advice.
- If a child continues to bully then there is the possibility that a child will be permanently excluded.

## **5. Support**

We aim to follow a pastoral approach to behaviour management wherever possible. This may involve any of the following strategies:

- A Restorative Justice Intervention to address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community. All affected parties are brought together to reflect on the incident, discuss feelings and repair any damage that may have been caused. This approach also helps to develop resilience in our children.
- Individual sessions with each person involved followed by a series of group sessions. The aim is to identify the underlying problems and share responsibility for identifying solutions (No Blame Approach)
- ‘Circle of Friends’ with a focus child
- Group sessions on assertiveness training for responding to intimidating situations
- Pastoral Support Plan
- Nurture Group
- Counselling

Often a best fit support programme will be used that may contain elements from more than one of the above.

## **The Role of Governors**

The Governing Body supports the Head teacher in all attempts to eliminate bullying from the school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place, for pupils or adults. Any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the number and nature of bullying incidents and reviews the effectiveness of the school policy. The Governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The school is required to report incidents of bullying, racism or homophobia to the Local Authority termly.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

### **The Role of the Head teacher**

It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head teacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request.

### **The Role of Parents**

Parents who are concerned that their child might be bullied, or who suspect that their child may be bullying others should discuss the issue with their child and contact their child's Class teacher immediately. Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request.