StChris

ST. CHRISTOPHER SCHOOL
LETCHWORTH GARDEN CITY

Whole School Anti-Bullying Policy

October 2020

"In the St Christopher community we all respect each other"
(notice displayed around the school site)

This policy covers the EYFS setting

1. **Definition of bullying**

   1.1 Bullying is any wilful and persistent behaviour which causes pain and distress to another including the deliberate act of being unkind. It can include name calling, threatening, pressure to give or lend money or possessions, being unfriendly, taunts, gestures, excluding or ignoring, teasing, sarcasm, spreading rumours, abusive comments (including references to race, religion, disability, gender and sexuality) and physical acts such as pushing, kicking, hitting etc. damaging possessions and cyber bullying (use of mobile phones, texts, email, social media and web space).

2. **Aims and objectives of this policy**

   2.1 The School is committed to providing a caring, friendly and safe environment or all our pupils so they can learn in a relaxed and secure atmosphere.
   BULLYING OF ANY KIND IS UNACCEPTABLE AT OUR SCHOOL. If it does occur, all pupils should know that incidents will be dealt with promptly and effectively. There should be a climate in which pupils intervene themselves and TELL staff or another responsible adult.

   2.2 The School is home to most of our pupils for the majority of the year and it is imperative that everyone should feel comfortable and at ease in their 'home'. The School must be a safe, friendly and secure place to each individual, and this cannot be so for any individual who is in any way bullied.

   2.3 The School's objective is to promote and encourage the maintenance of a friendly atmosphere and to ensure that the students feel at home. The anti-bullying guidance is based upon promoting the school's values and ensuring the quality of its relationships. The School is determined to embed a culture of kindness and tolerance

   2.4 Bullying is therefore viewed as one of the most serious, if not the most serious, form of antisocial behaviour. Our aim is to proactively prevent it from occurring, but where it does exist, to deal with it promptly and effectively.

3. Raising awareness amongst pupils

3.1 It is very important that it is clear to everyone what bullying is.

3.2 The School does this through our PSHE programme where religion, ethnicity, disability, gender reassignment or sexuality, family situations are discussed; other lessons such as drama, History, Options and projects including those on current affairs; Morning Talks: Peer Mentors; Major Officials; Advisor and tutor time; the School Council; Anti-bullying Week initiatives: Pupils are told what to do about it, who to tell.

4. Raising awareness amongst staff

4.1 The Schools' aim is to embed a culture of kindness throughout the year, using various mechanisms such as an 'Anti-bullying Week', Safer Internet Day, INSET, staff meetings, house meetings, Advisor time, Morning Talks, poster campaigns etc.

4.2 New staff are inducted into the Schools' safeguarding and anti-bullying procedures on arrival. This training is refreshed annually and all staff are reminded of the principles of the school policy and their legal responsibilities are identified.

4.3 The Schools take heed of areas of the grounds where pupils have indicated they feel vulnerable and are deployed in order to deter cases of bullying in these areas through School Patrols rota.

4.4 There is regular updates and training for staff regarding Bullying behaviour and it is a key component in INSET. We recognise the shifting nature of bullying (cyber etc.) so are keen to review our practice regularly.

5. Procedures (with variations as appropriate in the Junior School and EYFS)

5.1 Staff (including ancillary staff) should always respond to any bullying behaviour, even apparently minor incidents such as remarks from one pupil to another. (These can often accumulate throughout the day and constitute an unbearable load). Staff should report incidents they pick up on to the relevant adults responsible for pastoral matters. The School maintains a bullying log.

5.2 Pupils being bullied or observing bullying may:

   5.2.1 speak to a parent/carer
   5.2.2 speak to a member of staff
   5.2.3 speak to a Major Official or Peer Mentor

5.2.3 speak to a friend to ask them to come with you to report it
5.2.4 report it through email to: bullying@stchris.co.uk
5.2.5 speak to School Nurse/Counsellor
5.2.6 speak to the Adviser or Head of Year
5.2.7 contact the Peer Mentors by email to: peer.mentors@stchris.co.uk
5.2.8 Go to the Head or any member of SLT, the School operates an 'Open Door Policy'

5.3 Fill in a bullying report form (library, surgery etc.) either hand to a member of staff or put in the suggestions box situated in the library foyer, and in other places around the School.

5.4 Parents should be informed in cases of serious and/or persistent bullying.

5.5 Attempts will be made to help bullies change their behaviour and to reconcile bullies and victims (for example by the 'no blame' method). Counselling may also be organised when appropriate.

5.6 In some cases of persistent or severe bullying strong sanctions such as exclusion may be necessary. The school would wish to make it clear that both physical and emotional bullying is serious and can cause psychological harm.

5.7 The Director of Pastoral Care keeps a Bullying Log where all incidents are recorded, dated and timed. This is reviewed regularly to view trends and patterns.

6. How can we detect bullying?

6.1 In staff and pupil meetings, information regarding issues between pupils which might provoke conflict is discussed and strategies developed to prevent bullying occurring in the first place. This might involve talking to pupils about issues which have been observed by staff such as diversity, perhaps using lessons, Morning Talks or Advisor time.

6.2 Good behaviour is paramount if bullying is to be prevented. Good behaviour is where pupils treat one another and the school staff with respect. Values of respect and kindness are reinforced by staff and older pupils who should set a good example to the rest, eg. Major Officials.

6.3 The School is aware that there are many reasons that pupils might choose not to report bullying issues to an adult or senior pupils, but the School continues to promote an environment where they feel safe enough to do so. The best person to report bullying behaviour to is their Advisor or Head of Year, who will investigate

and deal with it sensitively and robustly, but information can be passed to any responsible adult or senior pupil, who will ensure that the correct action is taken.

6.4   By creating a culture of non-bullying with the School, we hope that Bystanders should feel empowered to report bullying behaviour.

6.5   We also hope that parents, if they should hear or suspect that there is a problem, will immediately contact us and let us know. Again the pupil's Advisor or Head of Year is the best contact in the first instance.

6.6   Staff working in EYFS look out for changes in young children's eating habits, becoming quiet, isolated or tearful which might indicate that they are being bullied. Any issues are escalated to the class teacher for monitoring and raising at pastoral staff meetings

7.   Boarding Community

7.1   Houseparents should explicitly aim to maintain an anti-bullying culture in their house and encourage all their staff to take any incident seriously

7.2   This policy is provided to all parents but is also available and known to staff and boarders, including junior and recently appointed staff in boarding.

7.3   'Initiation ceremonies' intended to cause pain, anxiety or humiliation will not be tolerated within the boarding community. Pupils are strenuously encouraged to report *any* concerns about bullying kinds of behaviour to the Houseparents or resident tutors.

7.4   The School is committed to ensuring that pupils who are being bullied are suitably supported, and pupils who may bully others are also given suitable help and guidance.

8.   The Curriculum

8.1   Staff should find opportunities to incorporate anti-bullying messages in areas of the curriculum for which they are responsible. Bullying forms part of the PSHE curriculum and through a series of talks in the Sixth Form.

8.2   The School participates in Anti Bullying Week each year, with a range of activities being run to raise awareness of the issues.

9. Training

    9.1   All members of staff have access to external in-service courses about bullying issues. In addition, the School offers training and Advisers are informed about techniques they can use such as circle time discussions.

    9.2   The School's Behaviour Policy should be read in conjunction with the Anti-Bullying Policy and the E-Safety and Cyber Bully Policy.

10. Good practice ISSR Paragraph 10 – Prevention of bullying Sept 2018

    10.1   The prevention of bullying is rightly given a high priority by schools. It is often an emotive issue, and occurrences can have a notable impact on a close-knit school community. This can sometimes be reflected in pupil and parent questionnaires during inspections, resulting in high numbers of negative responses and comments.

    10.2   Sadly, it is almost inevitable that some form of bullying will occur in a school at some point, and schools need to be open to the possibility and recognise this. For obvious reasons of confidentiality, the school's response and subsequent actions to address the issues cannot be shared at that point. As a result, concerns within the wider community can be reflected in higher numbers of negative responses and comments, often relating to a particular case. When inspectors follow up the questionnaires on inspection, it may well emerge that the school has acted appropriately and robustly, but the general school community may not necessarily be aware of the actions it has undertaken.

    10.3   What becomes important at this point is the confidence and understanding of the anti-bullying measures within the school community which the school has previously established. It is notable that those schools who share their processes effectively with both pupils and parents through talks, assemblies and lessons engender greater confidence, which is then reflected in interviews and questionnaires during the inspection. The school should make it clear that third parties will not be informed what steps are being taken in each individual case, but will outline the sort of approaches used behind the scenes, hopefully reassuring all parties.

11. Vulnerable Groups and individuals

    11.1   **LGBTU**
        All should all be aware of the impact that discrimination or derogatory behaviour and language can have on minority groups. LGBTU young people can be targeted in their school or community for their actual or perceived sexual

orientation. A recent study found that over 50% of LGBTU students in Irish schools had experienced significant bullying (the Diana Award Research).

11.1.1   EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

11.1.2   Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBTU equality in education.

11.1.3   Allsorts: Is a project based in Brighton to support and empower young people who are LGBTU.

11.1.4   Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

11.2   **SEND**
Disabled children and those with special educational needs (SEN) are more likely to experience bullying and specifically cyberbullying, and are less likely to be able to use the internet and less likely to have support to use the internet.

11.2.1   Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

11.3   **Carers**
Research has shown that young carers are a vulnerable group and are significantly more likely to be bullied. Young carers have a range of responsibilities which might include caring for a sick relative or friend. This can have a significant impact on their lives which can leave them feeling different or isolated from their peers, they may miss out on social opportunities and are more likely to be bullied or harassed.

11.4   **Looked After Children (LAC)**
Children who are looked after and living away from home are particularly vulnerable and may face discrimination from other children at school and in the community, simply because they are looked after.

12.   **DfE resources:**

12.1   Make Them Go Away (SEND DVD)
12.2   Let's Fight it Together (Cyberbullying DVD)
12.3   'Keeping Children Safe in Education' September 2020
12.4   DfE Guidance 2011 'Safe to learn: Embedding anti-bullying work in schools'
12.5   DfE Guidance Preventing and Tackling Bullying July 2017

12.6   Cyberbullying: Advice for Headteachers and school staff November 2014

13.   Specialist Organisations:

13.1   The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

13.2   Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

13.3   Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

13.4   Cyberbullying: ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

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