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ST MARY'S | BARLBOROUGH HALL

Anti-Bullying Strategy

ISI Regulatory Code – 10a

Policy Owner : SLT

This Policy is for: Barlborough Hall School

**Linked Policies: Safeguarding Policy, Behaviour Policy, Complaints Policy,
E Safety Policy**

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Reviewed by: SLT

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Barlborough Hall School

Educating Men and Women for Others since 1842

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1. INTRODUCTION

- 1.1 This policy outlines the prevention and management of bullying at Barlborough Hall School.
- 1.2 This Policy takes into account the following documents:
Preventing and Tackling Bullying (July 2017)
Keeping Children Safe in Education (KCSIE September 2021)
The Prevent Duty Guidance: for England and Wales (2019)
Prevent Duty (June 2015)
Non-statutory advice on cyberbullying (Cyberbullying: Advice for Teachers and School Staff 2014)
- 1.3 This policy complies with our duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.
- 1.4 This policy has been drawn up as a result of staff discussion and has been presented to the School Governors. The implementation of this policy is the responsibility of all the teaching staff. It will be reviewed annually. The School Governors quality assure the effectiveness of the policy on an annual basis by auditing the processes including interviews with staff and pupils.
- 1.5 This policy should be read in conjunction with the School's Safeguarding Policy (which includes Prevent Duty and Radicalisation concerns), Behaviour Policy, PSHEE Policy (which references to British Values and the School's Ethos) and E-Safety Policy.
- 1.6 Corporal punishments, or the threat of them, are not to be used under any circumstances. The disciplinary action that will be taken against pupils who are found to have made malicious accusations against School staff is detailed in the School's Safeguarding Policy.
- 1.7 Barlborough Hall School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils who are motivated to become life- long learners.
- 1.8 The following are our Golden Rules:
1. We conduct ourselves with **respect**: respect for ourselves, respect for others and respect for our environment.
 2. We hold dear the Ignatian principles of **compassion** and **care**: we always seek to understand the difficulties others may be facing. We are sensitive to the needs of others and we try to help in any way we can.
 3. We strive for the **Magis**: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be – for the Greater Glory of God
 4. We all have a responsibility to promote good health and wellbeing of ourselves and others.
 5. We all have a responsibility whilst on campus to stay within the bounds and designated areas where appropriate supervision is provided.
 6. We all have a responsibility when representing our school to uphold the school ethos and Golden Rules whilst reflecting the qualities of the Jesuit Pupil Profile in all we do.
- 1.9 We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

2. AIMS AND OBJECTIVES

- 2.1 Our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that everyone can develop their full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.
- 2.2 Parents have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on our website and on request at the school office.
- 2.3 Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

3. DEFINITION OF BULLYING

- 3.1 Bullying may be defined as: Behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally and is often motivated by prejudice against particular groups, for example, on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. It may occur directly or through cyber technology. Prejudice based bullying is any type of direct physical or verbal bullying, indirect or cyberbullying based on protected characteristics as mentioned above.
- 3.2 Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidating.
- 3.3 Bullying may involve actions or comments that are racist, sexual, sexist or homophobic, which focus on religion, cultural background, disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

4. CYBERBULLYING – DEFINITION

- 4.1 Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.
- 4.2 Cyberbullying can involve Social Networking Sites, like Facebook and Instagram, emails and mobile phones used for SMS messages and as cameras.
- 4.3 However it differs from other forms of bullying in several significant ways:
- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.

- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying.
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

5. RADICALISATION

- 5.1 The School seeks to protect children and young people against the messages of all fundamentalist, extremist, supremacist and violent ideologies (see Tackling Extremism and Radicalisation Policy)
- 5.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in an activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 5.3 Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities (see the School's Safeguarding Policy for these indicators).

6. OUR RESPONSE TO BULLYING

- 6.1 We always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harming and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws, which apply to harassment and threatening behaviour.

7. SIGNS OF BULLYING

- 7.1 Changes in behaviour that may indicate that a pupil is being bullied include:
- Unwillingness to return to school
 - Displays of excessive anxiety, becoming withdrawn or unusually quiet

- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to teachers with symptoms such as stomach pains, headaches etc.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away

7.2 Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

8. PREVENTATIVE MEASURES

8.1 We take the following preventative measures in place in order to ensure that bullying does not become a problem which is associated with this school:

- All new pupils are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We make sure that whistle-blowers who act in good faith will not be penalised and will be supported.
- All new members of staff are given guidance on the school's anti bullying policy and on how to react to allegations of bullying in their first weeks here. They are required to read the school's policy as part of their induction. We use appropriate assemblies to explain the school policy on bullying. Our PSHEE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RE, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable, and by developing social skills.
- Pupils are taught about the differences between people and the importance of avoiding prejudice-based language.
- Pupils are taught about resilience so they can protect themselves and their peers through education.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place in line with our policy on whistle-blowing. They are taught about their responsibilities as bystanders.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely in the office in order that patterns of behaviour can be identified and monitored.
- We have a strong and experienced pastoral team of teachers and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Our Headteacher gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. Inset sessions are held regularly using outside experts.

- Our teachers are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who can refer themselves when they have social, emotional or behavioural concerns.
- The School Chaplain will give support and guidance to pupils of all faiths who are able to refer themselves to him, perhaps at a time of family break-up, sickness or bereavement. The School Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others.
- Staff are always on duty at times when pupils are not in class and patrolling the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- We encourage close contact between the teachers, parents and guardians, and would always make contact if we were worried about a pupil's well-being.
- At Barlborough Hall School we run a buddy system within houses.
- We will investigate incidents that take place on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

9 CYBERBULLYING - PREVENTATIVE MEASURES

9.1 In addition to the preventative measures described above, we:

- Expect all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issue all pupils with their own personal school email address. Access to sites such as 'hotmail' is not allowed inside school.
- Offer guidance on the safe use of social networking sites and cyberbullying in PSHEE lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
- Offer guidance on the safe use of social networking sites to parents through parent forum evenings.
- Offer guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in classrooms, public areas of the school, or where they may cause annoyance to others.
- The use of cameras on mobile phones is not allowed in washing and changing areas.

Full details of our IT filters and roles and responsibilities for online safety can be found in our E safety Policy.

10 PROCEDURES FOR DEALING WITH REPORTED BULLYING

10.1 If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform the Deputy Headteacher as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.

- The incident should be recorded by the Deputy Headteacher who is responsible for keeping all records of bullying and other serious disciplinary offences.
- The Deputy Headteacher will inform the teachers of both the bully/bullies and the victim(s) as soon as possible. In very serious incidents, the Headteacher should be informed.
- The victim will be interviewed at a later stage by the Deputy Headteacher separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself. Notes will be recorded after the interview.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school's Behaviour Policy; for example, timeout, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought. A way forward should be agreed.
- Involving parents and making sure pupils know how to deal with bullying if it occurs is so important. Parents can help their child to understand the part they can play to prevent bullying, including when they find themselves as a bystander.

10.2 This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Behaviour Policy and Safeguarding Policy.

- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Headteacher has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of the school to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that an age related criminal prosecution is likely. The school may suspend a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

11. HOW PARENTS CAN HELP

- 11.1
- If your child tells you about bullying, talk with them about ways in which together you can tell the school how they are feeling and what has happened. At school we do not tolerate bullying. We will listen to them and do everything we can to remedy the situation.
 - The first and most important step is to listen. Allow them to tell their story in their own words. Don't respond by dismissing their experience as part of 'growing up'.
 - If your child refuses to talk to you, suggest that they talk to another adult, in their safety network or safety circle. Before they speak to their parents or teachers about being bullied, some children will talk to childline.
 - If you suspect your child is being bullied or is feeling unhappy about something, please contact the Form Teacher, the Deputy Headteacher and do encourage your child to do likewise. It is important to 'tell' and talk about the problem.
 - Talk to your child about what they are doing on the internet and try to keep the lines of communication open. Learn about the sites they are using and talk to your child about being safe online.

- Participate in our online safety parents forums.

12 EYFS CHILDREN

- 12.1 Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The Head of EYFS, is in day-to-day charge of the management of behaviour in the Nursery Department.
- 12.2 We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. Occasionally, a child may be sent to see the Headteacher, who will explain the inappropriateness of a particular action but such instances are rare. Parents are always informed when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's Teacher and the Head of EYFS and to agree a joint way of handling the difficulty.

13 STAFF TRAINING

- 13.1 All staff receive regular training on this policy so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems. Training will include: how to recognise the signs of bullying, how to support the victim and perpetrator of bullying, what support is available for children and professionals to deal with bullying and their legal responsibilities in relation to this policy.

14 RECORDING INCIDENTS OF BULLYING



- 14.1 All incidents of bullying will be recorded on CPOMS, including incidents of bullying that happen outside of school on the school's sanctions records which will be held centrally for monitoring purposes and to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. A further copy will be added to the child's file.

15 COMPLAINTS PROCEDURE

- 15.1 Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

16 MONITOR AND REVIEW PROCEDURE

- 16.1 This policy will be subject to continuous monitoring, refinement and audit by the Headteacher and Deputy Headteacher. They will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the policy is implemented, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

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|------------------------------|---|------------|----------------|
| APPROVED DATE | August 2022 | | |
| REVIEW DATE | August 2023 | | |
| SIGNED HEADTEACHER |  | PRINT NAME | Karen Keeton |
| SIGNED Chair of Governors |  | PRINT NAME | Gareth Chapman |