



## ANTI-BULLYING POLICY

### ***Encouraging Personal Well-being and Positive Relationships and Behaviour as a Catholic and Rights Respecting School***

This policy was developed from the existing school policy, and came out of workshops with staff and students. The policy uses the advice and framework set out by the DfE *Preventing and Tackling Bullying (October 2014)* and *Cyberbullying: Advice for headteachers and school staff (2014)*. These can be found posted on the DfE website ([education.gov.uk](http://education.gov.uk)). This policy should be read in conjunction with the School's Behaviour Policy.

#### **Legal duties and powers**

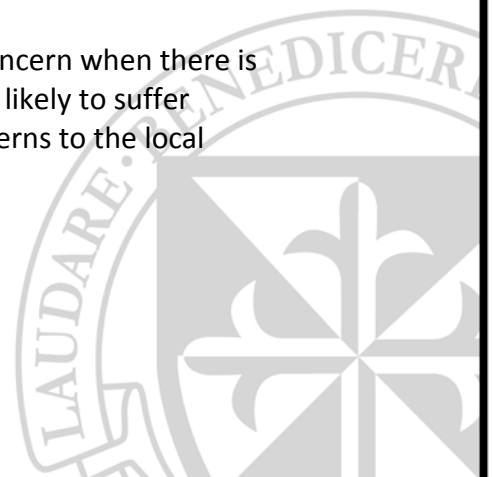
The school has a duty to protect all its members and provide a safe, healthy environment. Headteachers have the power 'to such extent as is reasonable' to regulate the conduct of students when they are off-site or not under the control or charge of a member of staff. (Education and Inspections Act 2006).

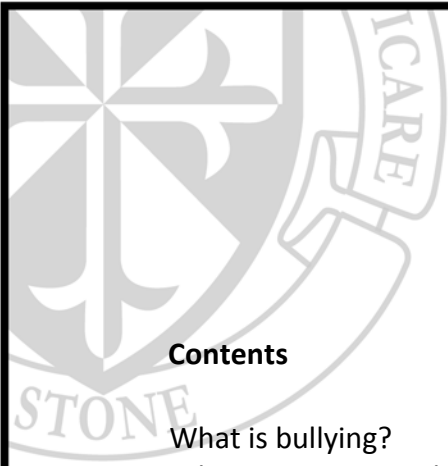
*The arrangements set out below should help staff and pupils to deal with bullying when it occurs but even more importantly to prevent it.*

School staff may request a student to reveal a message or other phone content and may confiscate a phone; they may not search the contents of the phone unless the school's discipline policy expressly states that right. Some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act (1997).

All members of staff are expected as part of their professional responsibilities to be vigilant in ensuring that instances of bullying are dealt with as soon as they are witnessed or reported.

A bullying incident should be treated as a child protection concern when there is "reasonable cause to suspect that that a child is suffering, or likely to suffer significant harm." In such case the school will report its concerns to the local authority social care department.





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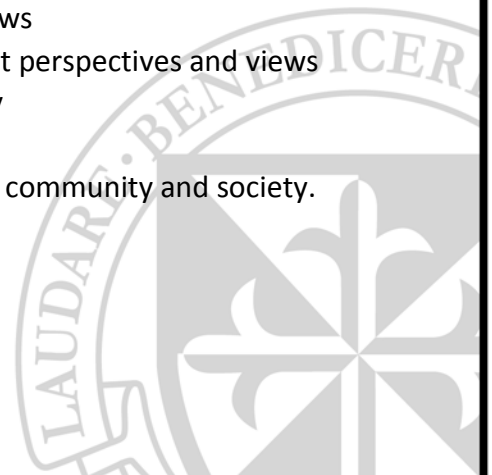
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- Why are we against bullying
- Types of bullying
- Signs and symptoms of bullying
- Why do people bully?
- How can we prevent bullying?
- Why is it important to respond to bullying?
- Pathways of help
- Cyber bullying
- Support agencies
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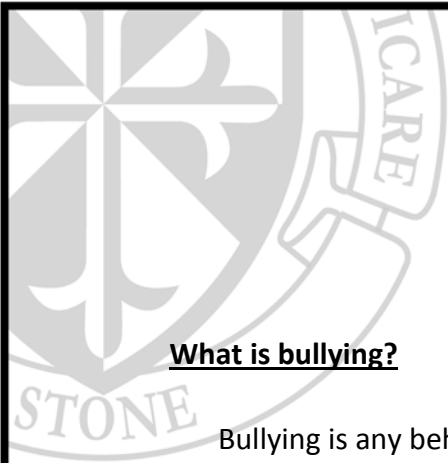
## **Opening Statement of Principle:**

The school's ethos and aims are clear. As a Catholic school, St Dominic's Priory School takes its role as a Rights Respecting School seriously, and sees its purpose as: preparing the school community to recognise the universality of student's rights and to support the rights of others locally and globally ensuring the school has strong arrangements for protecting students from all forms of abuse and harassment giving opportunities for the whole school community to work for global justice and value diversity and dignity for all.

This policy sets out ways in which, through provision for positive social and emotional learning and rigorous strategies for preventing bullying, we can allow the young people to achieve the goals of Every Child Matters. This policy aims to support the whole school aims of creating a place where:

- a. opportunities are provided for students to participate in decisions which affect them
- b. students can think freely about, and express their views
- c. there is a classroom climate which allows for different perspectives and views and opinions can be expressed without loss of dignity
- d. there is fair and equitable treatment for all
- e. students learn how to be active contributors to class, community and society.





### **What is bullying?**

Bullying is any behaviour in the real or virtual (cyber) world that can be defined as:

- a physical, emotional, psychological, social or verbal attack on those who are powerless to resist, causing distress and suffering. It includes racist, sexual/sexist and homophobic behaviour, and also any bullying or discrimination and /or prejudice based on religion, culture, SEN or disability, gender, homophobia or because a child is adopted or is a carer. It is often motivated by prejudice
- bullying is sustained and repeated over time. It is an abuse of power that is persistent and it is personal to the individual student/group, intentionally intending to hurt physically or emotionally
- bullying makes those being bullied feel powerless to defend themselves
- bullying can cause psychological or emotional damage and is a serious matter. Although bullying is not a specific criminal offence, there are laws which apply to harassment and threatening behaviour for example: the Protection of Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If staff feel that an offence may have been committed they should seek assistance from the police
- bullying can be seen as a Child Protection issue (see School Safeguarding Policy)

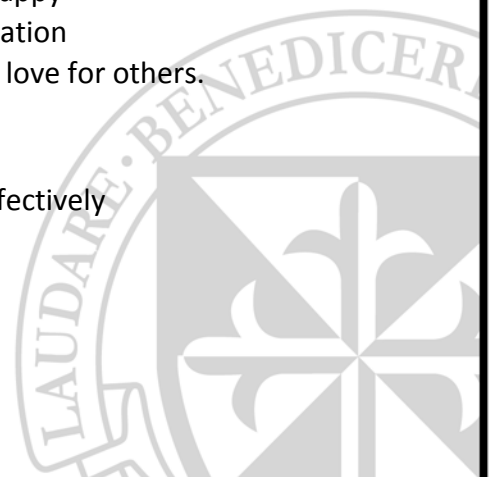
### **Why are we against bullying?**

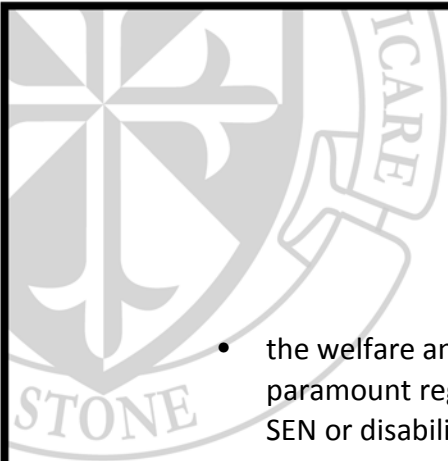
At St Dominic's Priory School, we believe 'Every Child Matters' because:

- we aim to promote an ethos of Christian love and mutual understanding and respect
- everyone has the right to feel welcome, secure and happy
- we should treat everyone with courtesy and consideration
- everyone should act with integrity, responsibility and love for others.

Therefore:

- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone
- bullying of any kind is unacceptable at our school





- the welfare and dignity of every child and every member of staff is paramount regardless of class, race, sex, gender, religion, ethnicity, culture, SEN or disability.

### **OBJECTIVES**

St Dominic's Priory School believes our anti-bullying policy comes within the wider context of ensuring a school with a fundamental Christian ethos that teaches positive and progressive relationships.

The school recognises that digital technology plays an important and positive role in students' lives, both educationally and socially. We are committed to helping all members of the school community to understand both the benefits and the risks, and to equip students and staff with the knowledge and skills to be able to use technology safely and responsibly and therefore promote good relationships and personal well-being.

The policy will work to achieve the above aims through the promotion of:

- (i) positive attitudes towards individuals
- (ii) an understanding of the sensitivities of others
- (iii) a sense of personal safety in school, online and within the wider community
- (iv) assertiveness, self esteem and self confidence
- (v) self discipline and patience
- (vi) an appreciation of the abilities of all.

### **SUCCESS CRITERIA**

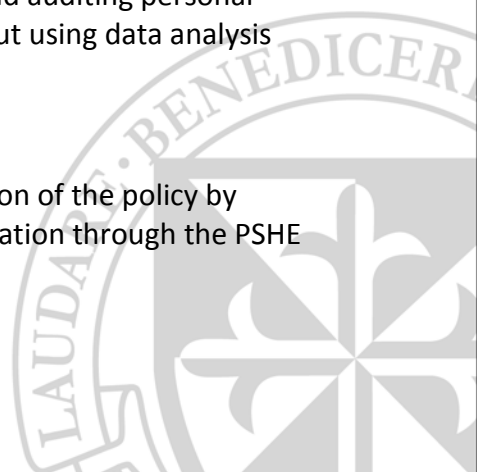
The policy will be deemed to be successful if:

1. There is raised awareness of bullying and its consequences
2. Incidents are dealt with effectively
3. There is evidence of increased respect and positive relationships

The Deputy Headteacher has responsibility for monitoring and auditing personal well-being and incidents of bullying and this will be carried out using data analysis and student interviews.

### **METHODOLOGY Implementation**

The Deputy Headteacher is responsible for the implementation of the policy by ensuring that staff implement elements of anti-bullying education through the PSHE programmes and the pastoral care system.





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a. Within the PSHE programme, themes of friendship, peer pressure, self-confidence, self-esteem, conflict, assertiveness, bullying and interactive behaviour will be addressed.

b. These modules will be delivered across the Primary school within individual lessons, where teaching staff will address anti-bullying issues through specific subject content to reinforce the delivery of the anti-bullying programme. It can be addressed through projects, drama, stories, literature discussing historical events, current affairs the differences between people and the importance of avoiding prejudiced based language.

c. The Assembly Programme and Visiting Speakers - Whole School, Year, House and Form assemblies all are opportunities to reinforce the school ethos of understanding and tolerance and allow for delivery of specific content in school ethos, e-safety and good behaviour reinforcement. For example:

English - using works of literature dealing with identity and exploring various aspects of bullying, conflict and intimidation.

Drama – developing a greater sense of identity and self and playing with each others experience of situations in which conflict arises are dealt with through role play, extempore and formal drama.

Religious Studies – exploring a range of personal, cultural and religious identities and the Christian responses to these. Opportunities for discussion and debate on many personal and moral issues, including bullying. As a Catholic school all pupils in the Primary and senior school have a high level of Religious education per fortnight. This allows the delivery and facilitation of much of the PSHE and schools values and ethos to be delivered within this subject.

P.E. – exploring the student's physical identity and self-esteem, through group dynamics within team and individual sports allowing students to develop their awareness of self and others that may not be amongst their friends.

School Council and Student Mentors provide a valuable forum for the discussion of issues raised by the students.

Extra-curricular activities - these should allow the students to enrich their lives and skills and experience those they know and do not know in different contexts and space and should engender an understanding of others and involve staff and students in differing situations.

Staff will be trained so that the principles of this policy are understood, legal responsibilities known, actions can be taken to resolve and prevent problems and sources of support are made available.



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Where appropriate staff will be trained in the specialist skills required to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay bisexual and transgender (LGB&T) pupils.

### **MONITORING**

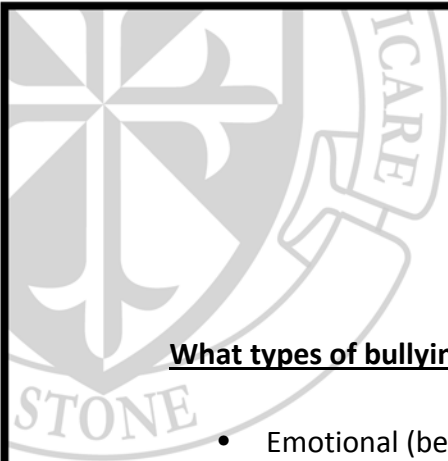
The Deputy Headteacher is responsible for monitoring the policy by:

- carrying out regular research with students on their personal well-being and reporting back to the school
- making sure all students and staff are aware of actions that can cause someone to feel that they are being bullied
- monitoring the behaviour of the students with subject and class teachers
- devising strategies for monitoring the handling of individual cases in accordance with the specific needs of those involved
- auditing and regularly reviewing and revising the content and delivery of the PSHE Programme to ensure that it continues to meet the needs of the students. Setting up appropriate training for students and staff
- observing the programme of extra-curricular activities to ensure a sufficient range of enrichment activities so all are involved and sound group dynamics are promoted
- taking action to reduce the risk of bullying at times and places where it is most likely to occur
- ensuring that the anti- bullying policy works in line with the school's behaviour policy (supporting both the victim and the bully), making clear what the sanctions are for bullying and that strong sanctions are in place including suspension in cases of severe and persistent bullying
- ensuring records are kept to evaluate the effectiveness of the policy and to enable patterns to be identified.

### **EVALUATION**

The Leadership Team will be responsible for assessing the effectiveness of this policy by:

1. Evaluating the PSHE programme of study with class teachers and subject staff and by incorporating the views of the students where applicable.
2. Discussion with the School Council to identify areas of concern to the students.
3. Reviewing the procedures after any significant incidents.



### **What types of bullying are there?**

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyberbullying (all areas of internet, email and internet chatroom misuse)
  - a. Mobile threats by text messaging and calls
  - b. Misuse of associated technology ie: camera and video facilities including those on mobile phones
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focusing on the issue of sexuality)
- Motivated by the fact a child is adopted or is a carer

### **What are the signs and symptoms of bullying?**

A person may indicate by signs or behaviours that they are being bullied. Teachers and parents should be aware of these possible signs and should investigate if the person:

Is frightened of walking to or from school or changes route

Doesn't want to go on the school / public bus

Begs to be driven to school

Experiences changes to their usual routine

Is unwilling to go to school (school phobic)

Begins to truant

Becomes withdrawn, anxious or lacking in confidence

Becomes aggressive, abusive, disruptive or unreasonable

Starts stammering

Cries themselves to sleep at night or has nightmares

Experiences illness in the morning

Performance in school work begins to drop

Comes home or to school with clothes torn, property damaged or 'missing'

Asks for money or starts stealing money

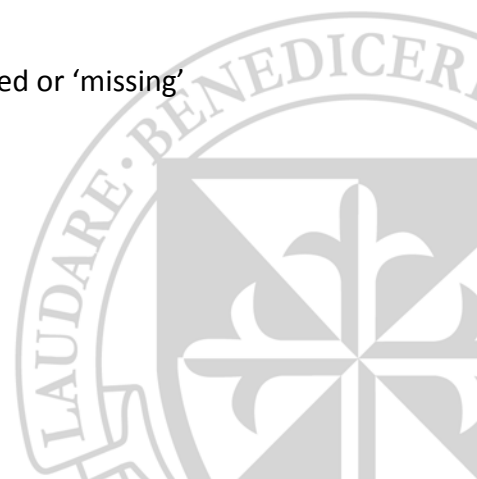
Has dinner or other monies continually 'lost'

Has unexplained cuts or bruises

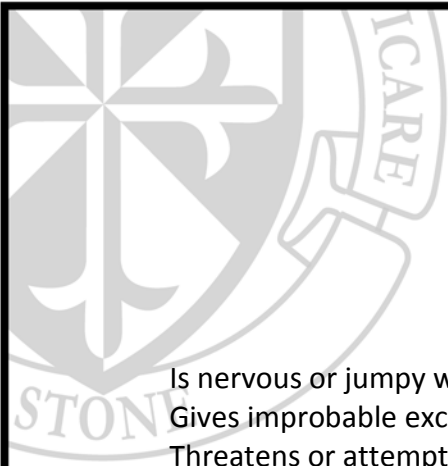
Changes eating habits

Is frightened to say what is wrong

Is afraid to use the internet or mobile phone







- Is nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away

**Parents who are concerned about any of these symptoms should contact the Deputy Headteacher, Mrs Porter.**

### **What causes Bullying?**

People bully for different reasons. These might include:-

- Wanting to feel powerful
- Jealousy for fun
- To feel good about themselves
- Appear to be in control
- To look good in front of other people
- To feel popular
- Peer pressure
- Because they want something (attention, possession or friends)
- Because they are being bullied themselves
- Because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

### **How can we prevent Bullying?**

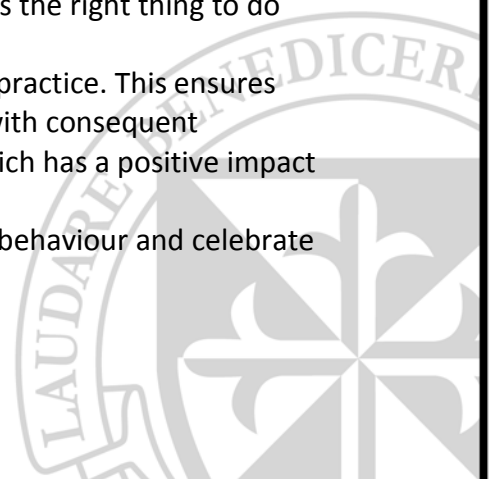
We foster a clear understanding that bullying, in any form, is unacceptable. We do this through a range of methods.

We are a 'TELLING' school and all students and staff know this.

We publicise and promote the message that asking for help is the right thing to do and shows dignity, strength and good judgement.

We develop and review an effective anti-bullying policy and practice. This ensures that the school becomes a safer and happier environment, with consequent improvements in attitudes, behaviour, and relationships, which has a positive impact on learning and achievement.

All staff regularly praise incidents of positive and supportive behaviour and celebrate success.







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All staff work to develop empathy and emotional intelligence to help the students to develop an understanding of self and foster within themselves a knowledge of the dignity and value of self.

Our policy is clearly communicated to parents, pupils and staff and we create an environment of good behaviour and respect, with helpful examples set by staff and older pupils.

Incidents are treated seriously and dealt with immediately.

Incidents are monitored and recorded rigorously and systematically. Sanctions reflect the seriousness of an incident and convey a deterrent effect.

Pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

There are a number of risk factors within victims which may make bullying more likely, though this is not the same as saying the victim of bullying is to blame. These include:

1. lacking close friends
2. being shy
3. coming from an overprotective family
4. being in a minority racial/ethnic group
5. having special educational needs
6. behaving provocatively

The significance of being “different” is probably most important.

Students need to feel that someone is listening to their version of what is going on and that difference does not mean less.

### **Why is it important to respond to bullying?**

Everybody has the right to be treated with respect.

Everybody has the right to feel happy and safe.

No-one deserves to be a victim of bullying.

Bullies need to learn different ways of behaving.

Bullies are often victims themselves who need support and new models of how to relate to others.

**Our school will respond promptly and effectively to reported incidents of bullying.**



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As well as support there are a range of sanctions available to the staff depending on the perceived seriousness of the situation. Some of these sanctions include:

1. Discussions with the pupils
2. Discussions with parents
3. Referral to the Deputy Headteacher
4. Referral to the Headteacher
5. Temporary or permanent exclusion from school may be used if the case is very serious
6. Request help from support agencies where necessary.

### **RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING /PATHWAYS OF HELP**

(Different schools will have their own referral procedures)

#### **Child is bullied, if problem continues Step 1**

Student personally approaches:

- Buddy/Peer Mentor
- Form Tutor
- Class Teacher
- Non Teaching staff
- Other trusted member of the school community
- Support Staff

#### **Step 2**

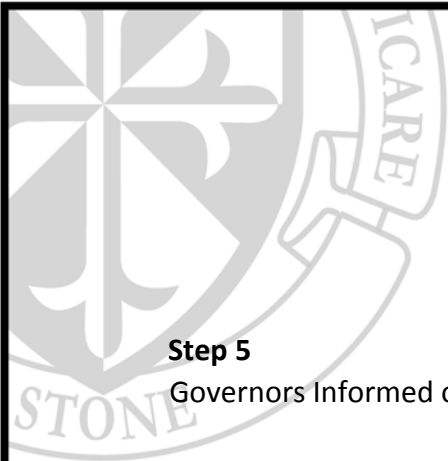
- Student meets with form/class teacher
- Discussion of the concerns
- Suggested ways forward
- Short review time

#### **Step 3**

- Senior member of staff directs to a variety of help strategies Lead Teacher
- Discussion/Interview with all parties
- Will use suggested and agreed actions/strategies
- Parents informed of situation
- Sanctions applied as outlined in the Behaviour Policy

#### **Step 4**

- Headteacher - Sanctions applied as outlined in the Behaviour Policy



## **Step 5**

Governors Informed of an exclusion

**A record of bullying incidents is kept in school in the Headteacher's Office.**

### **Cyberbullying**

The school recognises that digital technology plays an important and positive role in student's lives, both educationally and socially. We are committed to helping all members of the school community to understand both the benefits and the risks, and to equip students with the knowledge and skills to be able to use technology safely and responsibly.

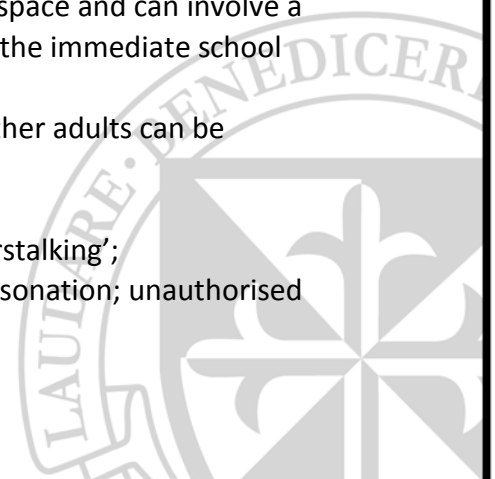
#### **Aims**

The aims of this policy are to ensure that:

1. students, staff and parents are educated to understand what cyberbullying is and what its consequences can be
2. knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community
3. we have effective measures to deal effectively with cases of cyberbullying
4. we monitor the effectiveness of prevention measures

#### **What is cyberbullying?**

1. Cyberbullying is the use of digital technology, commonly a mobile telephone or the internet, deliberately to upset someone else
2. It can be used to carry out all the different types of bullying; as extension of face-to-face bullying
3. It can also go further in that it can invade home/personal space and can involve a greater number of people some of whom may be beyond the immediate school community
4. It can take place across age groups and school staff and other adults can be targeted
5. It can draw bystanders into being accessories
6. It includes: threats and intimidation; harassment or 'cyberstalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised





publication of private information or images ('happy-slapping'); and manipulation of images

## **PREVENTING CYBERBULLYING**

### **Procedure**

The Deputy Headteacher is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness. She reports to the Headteacher. Staff will receive training in identifying cyberbullying and understanding their responsibilities. The Deputy Headteacher will liaise with the Network Manager and the ICT teacher on this matter, as well as the Governor with responsibility for e-safety. All staff will be helped to keep up to date with the technologies that students are using.

The students will be involved in developing and communicating a code of advice on protecting themselves from being caught up in cyberbullying and on reporting cases they experience. They will have a voice through the School Council. Students will be educated about cyberbullying through a variety of means: assemblies, conferences, Anti-Bullying Week, projects (ICT, PSHE, Drama, English). Students (from Y3) will sign the ICT Acceptable Use Policy

Parents will be provided with information and advice on cyberbullying via literature and talks.

Parents will be provided with information and advice on the legalities of contractual agreements with web companies and organisations.

Parents are asked to sign an Acceptable Use Policy before their students are allowed to use the internet in school and will be asked to confirm that they have discussed its contents with their students.

Students, staff and parents will be involved in evaluating and reviewing policies and procedures.

### **School will:**

Process, review and update existing policies to include cyberbullying where appropriate.

Provide opportunities for policies to be addressed and for students to be involved in the process of updating and improving them.

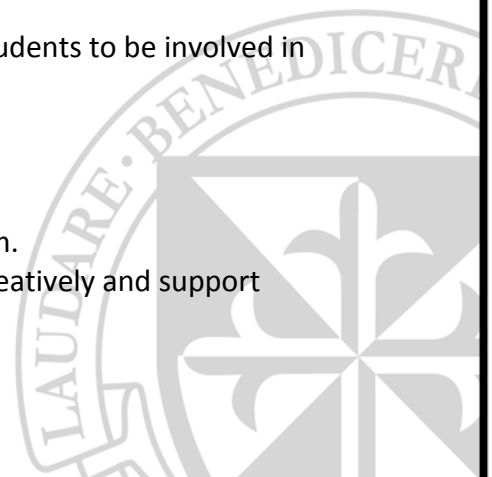
Keep good records of all cyberbullying incidents.

Keep policies under review as technologies develop.

Publicise rules and sanctions effectively.

Promote the positive use of technology across the curriculum.

Use CPD opportunities to help staff develop their practice creatively and support students in safe and responsible use.





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Explore ways of using digital technology to support assertiveness, self-esteem and to develop friendships.

Ensure all staff and students understand the importance of password security and the need to log out of accounts.

Ensure staff can recognise non-verbal signs and indications of cyberbullying.

Publicise to all members of the school community the ways in which cyberbullying can be reported.

Provide information for 'bystanders' including reassurances about protection from becoming victims themselves.

Provide information on external reporting routes e.g. mobile phone company, internet service provider, Childline.

### **RESPONDING TO CYBERBULLYING**

Most cases of cyberbullying will be dealt with through the school's existing Anti-bullying Policy and Behaviour Policy.

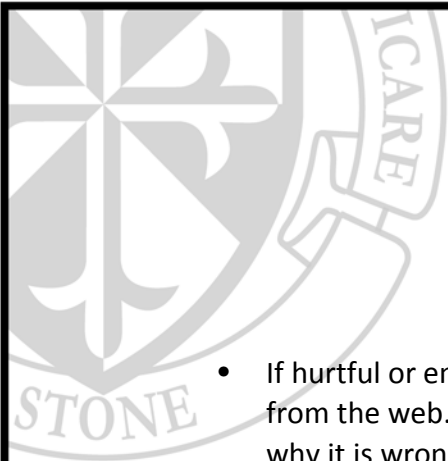
Some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- impact: the scale and scope of cyberbullying can be greater than other forms of bullying
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
- location: the 24/7 and anywhere nature of cyberbullying
- anonymity: the person being bullied will not always know who is bullying them
- motivation: some students may not be aware that what they are doing is bullying - evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence

It is possible that a member of staff may be a victim and these responses apply to them too.

#### **Support for the person being bullied**

- Offer emotional support; reassure them that they have done the right thing in telling.
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff. Advise the person to consider what information they have in the public domain.
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number



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- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.
- Contact the police in cases of actual/suspected illegal content. In some cases, the person being bullied may be able to block the person bullying from their sites and services.

### **Investigating**

Staff, parents and students will be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen grab of social network pages, print, save and forward to the Deputy Headteacher whole email messages.

If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: Internet Watch Foundation ([www.imf.org.uk](http://www.imf.org.uk)), the local police and/or First Response. Other bodies to contact are included at the end of this document.

Identify the bully. Any allegations against staff should be handled following guidance in Safeguarding Students and Safer Recruitment in Education Policy document and the School's Complaints Policy.

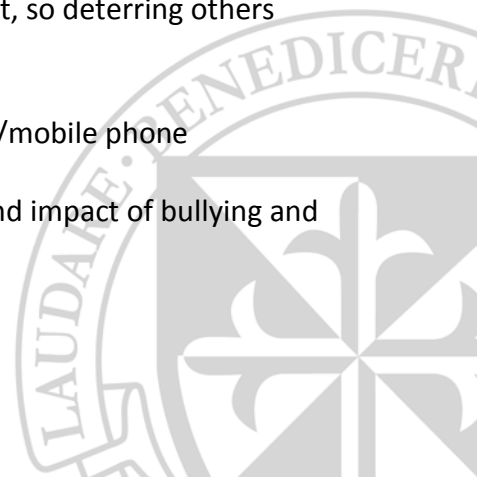
### **Working with the bully and applying sanctions**

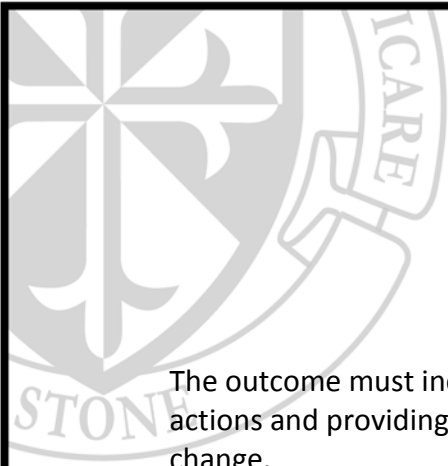
The aim of the sanctions will be:

- to help the person harmed to feel safe again and be assured that the bullying will stop
- to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour
- to demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly

Sanctions for any breaches of school agreements or internet/mobile phone agreements will be applied.

In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation.





The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change.

We conduct regular evaluations including a review of recorded cyberbullying incidents, a survey of student and staff experiences and a parent satisfaction survey. We commit to publicise evaluation findings; celebrate what works and what improvements are planned.

### **Legal duties and powers**

The school has a duty to protect all its members and provide a safe, healthy environment.

Headteachers have the power 'to such extent as is reasonable' to regulate the conduct of students when they are off-site or not under the control or charge of a member of staff. (Education and Inspections Act 2006) and under Dept. of Education Regulations (2011)

School staff may request a student to reveal a message or other phone content and may confiscate a phone; they may not search the contents of the phone unless the school's discipline policy expressly states that right.

Some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997.

### **External Support Agencies**

**Anti-bullying Alliance** - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#### **Kidscape**

[www.kidscape.org.uk](http://www.kidscape.org.uk) 020 7730 3300

**Childline** – advice and stories from students who have survived bullying

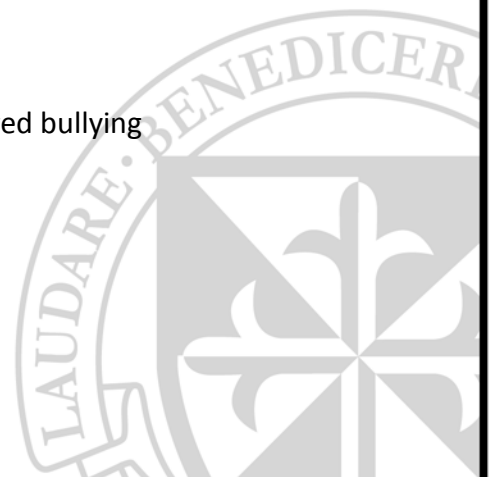
[www.childline.org.uk](http://www.childline.org.uk) 08000 1111

#### **Bullying on line**

[www.bullying.co.uk](http://www.bullying.co.uk) 0808 800 2222

**Family Lives** – advice and links for parents

[www.familylives.org.uk](http://www.familylives.org.uk) 0808 800 2222







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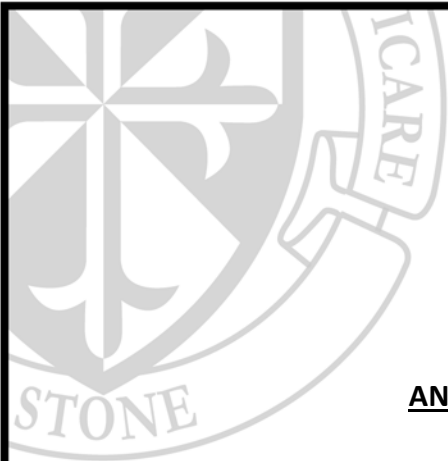
### Useful sources of information

**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement.  
[www.childnet.com/kia/parents](http://www.childnet.com/kia/parents)



### **ANTI-BULLYING CODE – REMEMBER THAT .....**

***“Bullying is continuous deliberately hurtful behaviour.  
It may be physical, verbal, virtual or indirect”***

Bullying is unacceptable in any form and will not be tolerated at St. Dominic’s Priory School. If you are being bullied, or you suspect or observe bullying

#### **YOU MUST ACT**

##### **Don’t Suffer in Silence**

When you are being bullied:

- be firm and clear – look them in the eye and tell them to stop;
- get away from the situation as quickly as possible;
- tell an adult what has happened straight away.

After you have been bullied:

- tell a teacher or another adult in your school;
- tell your family;
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you;
- keep on speaking up until someone listens;
- don’t blame yourself for what has happened.

When you are talking about bullying with an adult, be clear about: what has happened to you;

- how often it has happened;
- who was involved;
- who saw what was happening;
- where it happened;
- what you have done about it already.

**Policy reviewed: January 2017**

**Next review: January 2018 (or earlier in the light of changes in legislation or concerns about incidents in school).**

