



HALSTEAD St ANDREW'S  
SCHOOL

# ANTI-BULLYING POLICY

## Prep, Pre-Prep and Early Years Foundation Stage (EYFS)

Review Cycle	Annual	
Last Review Date	Spring 2023	ME, SH, SM + Education Committee
Next Review Date	Autumn 2024	SLT + Education Committee

This is an Anti-Bullying (including cyber-bullying) Policy for the whole school including the Early Years Foundation Stage (EYFS) and is to be read in association with the school's Behaviour Management Policy, ICT Acceptable Use Policies, Child Protection Policy and the Staff Handbook.

## **Rationale**

This policy has regard to DfE advice 'Preventing and Tackling Bullying 2017' and 'Cyber-bullying: Advice for headteachers and school staff 2014'. Bullying affects the whole school community: pupils, their families, teachers, support staff and governors. Primarily it threatens the safety and happiness of the pupils and may undermine their educational achievement. Bullying is a specific unacceptable behaviour which is totally alien to our school ethos and aims. By raising awareness and working together, according to the guidelines laid down in this policy we can hope to deal with bullying more effectively and send a clear message to all concerned that bullying of any kind will not be tolerated at Halstead St Andrew's School (The School).

Our success will be tested not by the absence of problems but by the way we deal with them. To this end everyone in the school community has joint responsibility and must be clear and consistent about aims, rules and expectations and know what the agreed procedures are.

## **Aims of the policy**

We aim, as a school, to produce a safe and secure environment where all can learn and work without anxiety, and measures are in place to reduce the likelihood of bullying.

Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

This policy aims to address the following outcomes of the Every Child Matters Framework:

Be Healthy

Stay Safe

Enjoy and Achieve

Make a Positive Contribution

Social and Economic Well-being

## **Objectives of the policy**

- All Governors, teachers, non-teaching staff, parents and pupils have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils, staff and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying very seriously. Pupils, staff and parents should be assured that they will be supported when bullying is reported.
- Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. It may cause psychological damage and promote suicidal feelings/actions.

## **Bullying**

Bullying can be defined as:

The intentional hurting, threatening, abusing, humiliating or frightening of another person or group, over a period of time. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because a child is adopted or is a carer. This may be physical or verbal and it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). It can take the form of isolating another person, or it could be the misuse of another person's property. It involves distress to the victim at the time of the contact and also through fear of repetition, which may cause psychological damage.

Common elements:

It is deliberate and hurtful behaviour, often motivated by prejudice

It is often repeated over a period of time

It is often difficult for those being bullied to defend themselves

It can be by an individual or a group

(i.e. Targeted, Repeated, Power difference)

Bullying is not confined solely to relationships between young people. Verbal and emotional bullying in particular may occur between staff or staff and parents, staff and children, parents and children, individuals and groups. Such behaviour will not be tolerated and must be dealt with appropriately.

See Staff Handbook and Parents' Handbook

### **Bullying of Pupils at Halstead St Andrew's**

All members of the school community have a responsibility to prevent such occurrences of bullying and staff supervision is vital in all areas of the school.

Bullying can take place:

At breaktime: pushing, teasing, jostling, isolating

In the changing rooms: teasing, hiding clothes and possessions

Before or after a lesson

During games: over aggressive, excluding from a practice or game

Mealtimes: queue barging

Beware of the joke that goes too far

Beware of the game that not everyone is playing

Beware of an "accident" that was not really an accident

Beware of somebody borrowing something

A child may indicate by signs or behaviour that he/she is being bullied. If you are concerned and become aware of any of the following, you may wish to ask if someone is threatening or bullying your child.

Children may:

- Be unwilling to go to school.
- Be doing poorly in their school work.
- Come home regularly with clothes or books destroyed.
- Become withdrawn, start stammering.
- Become distressed, stop eating
- Attempt suicide.
- Cry themselves to sleep.
- Have nightmares and even call out 'leave me alone'.
- Have unexplained bruises, scratches, cuts.

- Have their possessions go 'missing'.
- Refuse to say what's wrong.
- Give improbable excuses to explain any of the above

## Supporting victims of bullying

Children who are being bullied are often too frightened to tell others and may fear repetition.

Pupils who are bullied can make their anxieties known by informing any adult member of staff who may include the following:

Form Teacher	School office staff
Head of House	Head
Deputy Heads	Head of Pre-Prep
Designated Safeguarding leads	House Captains or Mentors
Head of Year	Parents
Mental Health First aiders	Friends
	ELSA

Pupils are reminded at regular intervals by Form teachers that they SHOULD approach one of the above if they are unhappy for any reason.

- Encourage children to speak openly by asking them directly and saying you are concerned and want to help and support them.
- Don't promise that you'll keep anything secret but reassure the child that you will help them sort out the problem.
- If the child is a perpetual 'victim' of bullying by different groups or individuals try to observe the child's reactions to others when talking or playing or see if they're being bullied for any 'bad' habits eg. sucking their thumbs, picking their nose. Help them to change this behaviour and develop social skills and confidence e.g. through role-play.

## Raising awareness

We can help by:

### Encouraging self-esteem:

- Reassuring the child that they are loved and their voice is important.
- The bullying is not their fault.
- Listening carefully to them.
- Give them responsibilities to help make the child feel valued and important.
- Encourage them to do things they are good at.
- Encourage them to play with others if they feel isolated.
- Praise and reward their achievements.
- Advising the victim's parents to try to play down the bullying incidents when at home, divert the child's attention to something else and be positive that the situation will be resolved.

### Implementing classroom strategies:

- 'Circle time' with the teacher as facilitator encouraging the children to raise issues and talk about them.
- Raising awareness of bullying and behaviour as an issue through eg. discussion, brain storming, role-play, drama.
- Jigsaw PSHCE programme.
- Informing children of correct procedures of repeating incidents to a trusted adult.

### Implementing whole school strategies:

- All staff watch for early signs of distress in pupils.

- Whole school agreement, clarity of approach, strong home/school links.
- Assemblies.
- Values which were devised by the children in the school.
- Code of conduct which is visible in all areas of the school.
- INSET.

### **Introducing children to strategies they can use to protect themselves by telling them to:**

- Try to stay calm and look as confident as you can.
- Stand tall, look the bully/bullies in the eye and tell them to stop, that you don't like what they are saying/doing.
- Try not to show that you are upset or angry.
- Be firm and clear about what you want.
- When you say 'No', say it firmly.
- Walk away from a person or situation that is making you angry or upsetting you.
- Take several deep breaths and count to ten.
- Tell an adult what has happened, or a friend.

### **Why do some people bully?**

People become bullies for lots of different reasons:

- They have family problems e.g. bereavement, divorce.
- They are being bullied themselves.
- They are selfish or spoilt and always want to get their own way.
- They have no friends and feel lonely.
- They feel bad about themselves and they want to make others feel bad too.
- They are taking out their own frustrations on others.
- They feel insecure and unimportant – bullying gives them power.
- They want to look 'big' in front of others.
- They have been bullied into joining a bullying gang and have gone along with things just to keep on the bully's good side.
- They don't understand how bad victims feel.

Whatever the cause, bullying is usually a signal that the bully needs some help.

Bullies often use 'difference' as an excuse for their bad behaviour. But it isn't this 'difference' in the victim which causes the problem – it's the bullies who have the problem because they are:

- |           |            |
|-----------|------------|
| ● Afraid  | ● Angry    |
| ● Jealous | ● Insecure |
| ● Envious | ● Unhappy  |
| ● Cruel   |            |

### **Helping the bullying child**

- See if the bully has any ideas about why they bully and what they think might help them stop (refer to the reasons why people bully).
- Reassure the child it's the behaviour you don't like, not them and you want to help them change.
- Work out a way for the child to make amends for the bullying.
- Set up some sort of reward for good behaviour and realistic goals.
- Set limits. Stop any show of aggression immediately and help the child find other, non-aggressive ways of reasoning.
- If the child bullies when faced with certain situations, help them work out and practice alternative ways of behaving.

- Explain that getting away from a situation where they feel themselves losing their temper, or things getting out of hand, is not a weakness, it is a sensible way of ensuring that the situation doesn't get worse.
- Teach the child the difference between assertive behaviour and aggressive behaviour.
- Praise the child when they do things well, create opportunities for them to shine.
- Try to build their self-esteem.

## **School procedure**

- Staff training. All staff are reminded of procedures to support victims and bullies and are required to refresh their knowledge by referring to the Staff Handbook and this policy.
- To maintain up-to-date records, and all staff witnessing incidents anywhere around the school must inform the class teacher.
- Deputy Heads and/or Head of Year or Head of Pre-Prep made aware of problems by support staff and/or by class teachers.
- According to the nature of the incident parents may be informed on an informal or formal basis.
- Parents should inform their children's class teacher Deputy Heads and/or Head of Year or Head of Pre-Prep immediately if they have any concerns.
- Depending on the nature of incident/s class teachers and/or Deputy Heads and /or Head of Year or Head of Pre-Prep will talk to both children involved.
- The children may then be interviewed separately. Witness obtained if necessary.
- The children are told the matter will be taken seriously and will be dealt with immediately in line with the Behaviour Policy at Halstead St Andrew's.
- The children may be asked to record their own account of events.
- An apology obtained from bully/ies to victim.
- Supervisory staff will be informed and asked to be extra vigilant at breaktimes and report back to the teachers if further conflict occurs.
- According to the individual case the following may be implemented:
  - Letter to parents.
  - Strategies for helping victims of bullying.
  - Strategies for helping the bully.
- Formal meeting/s between Deputy Head and/or Head of Pre-Prep and/or Head/parent/teacher/child, outside agencies involved as appropriate.
- 'Bullying child' to go on a behaviour report and system of rewards and sanctions introduced in line with behavioural targets.
- Situation monitored, progress recorded and situation reviewed on a weekly and then fortnightly basis.
- Follow up meetings with families to report progress.
- If situation continues and/or increases in seriousness, clear warning of the consequences will be given in line with the Behaviour Policy at Halstead St. Andrew's.
- Written records of incidents, interviews and action taken. The Deputy Head (Pastoral) maintains a record of all allegations and they are recorded centrally on the MIS.

Exclusion (fixed term or permanent) are very serious options which will be discussed with pupils and parents and implemented if the behaviour of the child does not improve or the case is severe.

Our key message will always be prevention, by teaching children that everyone in our school has the right to feel safe and happy and that bullying of any kind will not be tolerated.

## **Cyber-bullying & Social networking (E-Safety)**

### **Background and information**

Cyber bullying is bullying through the use of communication technology like mobile phone messages, e-mails or web-sites. This can take many forms for example:

**Sending threatening or abusive messages or e-mails, personally or anonymously. Making insulting comments about someone on a website, gaming or social networking site or online diary (blog).**

**Making or sharing derogatory or embarrassing videos and images of someone via mobile phone or e-mail. Hijacking or cloning an email account.**

It should be noted that the use of ICT to bully is against the law. Abusive language or images, used to bully, harass or threaten another, whether spoken or written, whether opening and/or forwarding (through electronic means) may be libellous, may contravene the Protection from Harassment Act 1997, the Malicious Communications Act 1988 or the Communications Act 2003 for example.

The school provides e-safety information for parents (at a biennial evening meeting) and pupils (within the school day). The purpose is to raise awareness of the dangers of misuse of the internet and social networking sites.

## **Cyber Bullying Policy**

Cyber bullying is totally unacceptable at Halstead St Andrew's and is part of the ICT Acceptable Use Policy for Pupils that is issued to parents and pupils. Use of the web, text messages, e-mail, video or audio to bully another pupil or member of staff will not be tolerated. Pupils should be confident of a no blame policy should they report such incidents.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time please follow these steps:

Advise the child not to respond to the message.

Refer to relevant policies including e-safety/acceptable use, anti-bullying and PSHCE and apply appropriate sanctions.

Secure and preserve any evidence.

Inform the sender's e-mail service provider.

Inform the Deputy Head or Head of Pre-Prep and/or the Head.

Notify parents of the children involved.

Consider delivering a parent workshop for the school community.

Consider informing the police depending on the severity or repetitious nature of offence.

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff:

Secure and preserve any evidence.

Forward, inform and consult with the Head/Deputy Head (DSL)/Safeguarding Team

## **Social Networking and Personal Publishing**

### **Background information**

Parents (see handbook) and pupils need to be aware that the Internet has online spaces and social networks which allow individuals to publish unmediated content. Social networking sites can connect people with similar or even quite different interests. Guests can be invited to view personal spaces and leave comments, over which there may be limited control.

For use by responsible adults, social networking sites provide easy to use, free facilities although often advertising intrudes and may be dubious in content. Pupils should be warned to think about the ease of uploading personal information and the impossibility of removing an inappropriate photo or address once published. They should be reminded that legally many will be too young to use these sites.

Examples include: blogs, wikis, LinkedIn, X (Twitter), Facebook, Instagram, Snapchat, WhatsApp, instant messenger and many others.

## **Social networking Policy**

The school will block access to social networking sites and monitor use.

Newsgroups will be blocked unless a specific use is approved.

Pupils are warned in ICT lessons and in parent communications about the dangers of such sites and the fact that most are too young legally to access them.

Pupils will be advised never to give out personal details of any kind which may identify them and / or their location. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and e-mail addresses, full names of friends, specific interests and clubs etc.

Pupils should be advised not to place personal photos on any social network space. They should consider how public the information is and consider using private areas. Advice should be given regarding background detail in a photograph which could identify the student or his/her location e.g. house number, street name or school.

Pupils should be advised on security, encouraged to set passwords and deny access to unknown individuals. Parents should block unwanted communications.

Pupils should be advised not to publish specific and detailed private thoughts.

As a school Halstead St Andrew's will block such sites and use in school time is prohibited. However, we should be aware that cyber-bullying can take place through social networking outside the school environment, especially when a space has been set up without a password and others are invited to see the bully's comments.

Teachers are advised not to run social network spaces for student use on a personal basis and they are expected to appreciate the dangers of such sites for children. (see Staff Handbook)