

### 1. Introduction

Bullying is not tolerated at St Faith's. The school's Anti-Bullying policy is intended to ensure that children at St Faith's, including those in the Early Years Foundation Stage, stay safe, healthy and happy so they can achieve their potential and make a positive contribution to school life.

### 2. Related School policies

The following policies are publically available on the St Faith's School website and VLE:

- Safeguarding Children Policy
- Pastoral, Behaviour and Discipline Policy

The following policies are available to parents and staff on the St Faith's School VLE:

- Mobile Phone Policy
- Data Protection Policy
- Network and Internet Policy

The following policy is only available to staff in the School Policy folder:

- The Leys & St Faith's Schools' Foundation Whistleblowing Policy & Procedure

### 3. Bullying

a. *'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups or by actual or perceived differences between children.'* (Preventing and Tackling Bullying DFE 2014).

b. Bullying can cause serious physical and psychological damage to children which can last into adulthood. Children who are bullied are more likely to experience depression and anxiety, increased feelings of sadness and loneliness and changes in eating and sleeping patterns. Bullying can drive young people to self-harm and even suicide. Bullying has a negative impact on everyone involved; the victim, the perpetrator and the bystander.

c. For the purposes of this policy we define the terms 'bullying' and 'victim' as:

**BULLYING** is behaviour by an individual or group which meets unacceptable needs for excitement, status, material gain, or group process and does not recognise or meet the needs and rights of the other person/s who are harmed by the behaviour.

**VICTIM** a person or group that is physically or emotionally harmed by the bullying behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

d. Not every act of aggression or nastiness is bullying. Bullying means **persistent** problems with:

- physical violence, e.g. kicking or hitting
- name calling or teasing
- spreading rumours
- excluding a pupil from an activity inside or outside the classroom
- encouraging or forcing someone to do something against their will
- ignoring or not talking to someone
- intimidating someone verbally or physically
- invading someone's personal space to make them feel uncomfortable or unhappy

- laughing at someone or giving them unkind looks
  - taking or damaging someone's property
  - cyberbullying (definition in section e)
  - making unkind or inappropriate comments about religion, gender, sexuality, disability, appearance, ethnic or racial origin, cultural background, special educational needs, health conditions or circumstances relating to home life
- e. Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature'. Cyberbullying can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending sexually explicit messages, indecent photos or videos via mobile technology), vilification, exclusion, impersonation, unauthorised publication of private information or images and 'trolling' (abusing the internet to provoke or offend others online) and radicalisation. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. It can be particularly hard for parents to monitor cyberbullying if children have private access to the internet. Further information on cyberbullying can be found in the appendix to this policy. Information on sexting can be found in the 'Safeguarding Children Policy.'
- f. Characteristic signs of bullying may include:
- poor attendance and a reluctance to come to school
  - excessive anxiety
  - Uncharacteristic change in behaviour; either withdrawn and quiet or loud and excitable
  - uncharacteristically poor work in quality or presentation
  - property that suddenly goes missing or is damaged
  - loss of confidence
  - frequent visits to the school nurse or to any other adult
  - loss of appetite or increased appetite
  - avoidance of certain spaces
  - poor sleep-patterns
  - talk of running away from home or suicide

Observation of a number of symptoms such as these should always raise questions as to whether a child is being bullied at school or at home.

#### 4. Safeguarding children and young people

The school recognises that under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is '*reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.*' Where this is the case, the school staff should report their concerns to one of the school's Designated Persons who, in turn, should report their concerns to children's social care or the police. Even where safeguarding is not considered an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue, which has contributed to a child engaging in bullying. For further information on safeguarding matters, see the 'Safeguarding Children Policy.'

#### 5. Vulnerable pupils

- a. Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Staff should be alert to these children and flag up concerns immediately.
- b. There is evidence to suggest that pupils who are bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

## 6. Creation of a positive environment

- a. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. We aim to foster an environment where pupils display good behaviour and show respect towards each other. The School ethos is based around the three Rs - Respect for myself, Respect for others and Responsibility for all my actions and the document 'Being our Best Selves.' Pupils in Year 8 act as prefects and buddies and they are encouraged to be good role models to the younger pupils. (See the Pastoral, Behaviour and Discipline Policy).
- b. 'The Teaching Staff Handbook' explains that 'all staff must act as good role models for pupils. Staff must behave in a thoroughly professional manner and set an example to pupils through high standards of behaviour. They must appreciate the importance of their roles in guiding the development of pupils in a moral and ethical context, and are expected to behave appropriately both in and out of school in a way which maintains the reputation of St Faith's.'
- c. We aim to celebrate the successes of all pupils and create a culture where pupils are proud of their own achievements and encouraging and sensitive towards their peers. For further information on the means of rewarding pupils' successes see the 'Pastoral, Behaviour and Discipline Policy.'

## 7. Education of the pupils

- a. We aim, as a School, to produce a safe and secure environment in which pupils are encouraged to discuss their feelings openly and without fear of judgement. We endeavour to give the children the skills to identify and deal with their worries. We are pro-active in our approach to educating the pupils about bullying and cyber-bullying.
- b. The nature of bullying, its damaging consequences and its unacceptability in any community are frequently discussed in PSHCE lessons, assemblies and tutor group sessions throughout the school. During the annual anti-bullying week in November, the topic of bullying is covered in tutor and PSHCE sessions, and whole school and house assemblies. Pupils complete a confidential bullying survey during anti-bullying week and also in the summer term.
- c. Within the Year 3 to 8 PSHCE programme, pupils learn about topics including equality, diversity, respecting others' viewpoints, racism, prejudice, stereotyping, human rights, homophobia and the role and responsibility of a bystander in helping to stop or prevent bullying.
- d. Children are regularly reminded about whom they should tell or talk to if they are being bullied. These people include their tutors, the School Listener, their Head of House, Head of Pre Prep, the Director of Pastoral Care, the Deputy Head, the Headmaster and their parents. The complaints procedure is also included in the pupils' homework diaries. If a pupil witnesses a bullying incident or is being bullied they can send a message to pastoral staff via the 'I need to talk' button on the VLE.
- e. Pupils and parents are encouraged to report incidents of bullying outside school. These incidents should be investigated and acted on by staff. The Headmaster will consider whether it is appropriate for the police to be informed.

## 8. What the School will do

### The role of staff

In the event of a member of staff witnessing or being made aware of a bullying incident, they should contact a member of the pastoral team as soon as possible to pass on the concern. They should contact the child's tutor, Head of House, Head of Pre Prep or Director of Pastoral Care. The member of the pastoral team who receives the information should ensure that they inform other pastoral staff, as appropriate. A decision can then be made about how to proceed. In serious cases of bullying, the

Deputy Head and Headmaster should be informed by the Head of Pre Prep or Director of Pastoral Care immediately.

### The victim

In the event of an allegation of bullying, the school will act promptly to address any concerns. The following procedures will take place to support the victim:

- a. The victim of bullying will be asked to talk to a member/s of the pastoral team to discuss the concern. The teacher/s will explain the action which will be taken to prevent, as far as reasonably possible, any further occurrences of the bullying.
- b. Arrangements will be made for the pupil to meet regularly with a member/s of the pastoral team to review the situation until the concern has passed.
- c. The pupil is urged to inform a member of staff and/or a parent immediately if the concern resurfaces.
- d. The child's parents will also be asked to inform the school if they hear that there are further concerns.
- e. Teaching staff will be alerted to the concern via e-mail, Individual Concerns Registers and the Weekly Individual Concerns Meeting (Years 5-8)
- f. If appropriate, a weekly appointment may be made for the victim to meet with the school's Independent Listener, to discuss their concerns and receive advice. A Peer Mentor, a pupil in either Years 7 or 8, may also provide support to the victim at this time and a 'safe space' considered.
- g. At any stage, if it is thought appropriate, the 'Group Support Approach' may be implemented by the Director of Pastoral Care or Head of House. The procedure is as follows:
  - Meet the Victim. When the teacher finds out that bullying has happened he/she starts by talking to the victim about his/her feelings.
  - Convene a meeting with the people Involved. The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. A group of six to eight young people works well.
  - Explain the problem. The teacher tells the group about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his/her distress. At no time does he/she allocate blame to the group.
  - Share responsibility. The teacher does not attribute blame but states that he/she knows that the group can do something about it.
  - Ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but he/she does not go on to extract a promise of improved behaviour.
  - Leave it up to them. The teacher ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet with them again to see how things are going.
  - Meet them again. About a week later the teacher discusses with each pupil, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process. Further meetings may be arranged as required.

### The Perpetrator/s

In the event of an allegation of bullying, the following procedures will take place:

- a. The perpetrator/s of the bullying will meet with a member/s of the pastoral team to discuss the situation. The teacher/s will try to establish the cause of this behaviour and seek positive ways forward. It will be made clear to the perpetrator/s that such behaviour must stop with immediate effect and the consequences of any repetition of the bullying.
- b. The perpetrator/s should apologise to the victim either verbally or in writing and receive a sanction. This will most likely take the form of 'Time Out'. Depending on the seriousness of the offence/s further punishments may be instigated, including the loss of privileges or positions of responsibility.

- c. Parents should be informed of all the measures being taken and, at an early stage in the proceedings, be invited in to discuss the situation so that home and school can work together. It may well be that there are home issues at the root of the bullying. If this is the case, it is vital that school and home should be working together in the child's best interests.
- d. Teaching staff will be alerted to the behaviour of the perpetrator/s via e-mail, Individual Concerns Registers and the Weekly Individual Concerns Meeting (Years 5-8) and asked to watch their behaviour closely.
- e. If appropriate, a weekly appointment may be made for the perpetrator/s to meet with the school's Independent Listener, to discuss their concerns and receive advice. A Peer Mentor, a pupil in either Years 7 or 8, may also be organised to provide support at this time.
- f. At any stage, if it is thought appropriate, the perpetrator/s may be asked to take part in the 'Group Support Approach'. (See section g above)
- g. In more extreme cases of bullying, for example where these initial discussions and responses have proved ineffective, the Headmaster will be involved in parental meetings. With parental agreement, external support agencies such as counselling services may be contacted. The school's aim is to educate children, but it may ask parents to remove a child, either temporarily or permanently, from the school if the bullying persists and it finds itself unable to influence that child's behaviour in a positive and effective way.  
For further information on disciplinary sanctions, see the 'Pastoral, Behaviour and Discipline Policy.'

## 9. The Role of Parents

- a. If your child tells you that they are being bullied, or if you suspect that your child is being bullied, please contact their tutor, Head of House, Head of Pre Prep or the Director of Pastoral Care immediately. At St Faith's, we do not tolerate bullying. We will listen to your son/daughter and do everything we can to remedy the situation.
- b. Talk to your child about what they are doing on the internet and the importance of being safe online.
- c. Parents have a responsibility to pass on bullying concerns, (including occasions when they are bystanders) support the school's Anti-Bullying Policy and actively encourage their child to be a positive member of the school.

## 10. Records of bullying

All incidents of bullying, including incidents that happen outside school, are recorded on an electronic 'Bullying concerns form' and also in the victims' and the perpetrators' electronic Pupil Profiles.

## 11. Training

Staff receive annual training on this policy which includes the definition of bullying, how to recognise signs of bullying, procedures in place for dealing with incidents of bullying, support for the victim and perpetrator and cyberbullying.

This policy will be made available to pupils, teaching staff, non-teaching staff, parents and governors via the school website and VLE. It has regard to the following Department for Education publications:

- Preventing and tackling bullying (October 2014)
- Cyberbullying: Advice for headteachers and school staff (November 2014)

M CRITCHLEY  
**Director of Pastoral Care**

## Appendix

### Cyberbullying and E-safety

#### Use of technology in school

The school is aware of the dangers for pupils of excessive screen time. Staff are encouraged to turn interactive whiteboards and smartboards off when not in use. Screen free days have been introduced into the curriculum.

The opportunities for cyberbullying via mobile phones in school are recognised. Pupils who bring a phone into school must sign a 'Mobile Phone Agreement' form. Their parents must also sign this form which is available on the VLE. Phones must:

- Remain switched off and out of sight during the school day
- Be handed in to supervising staff on day trips or away sports fixtures
- Not be taken on residential trips in the UK or overseas

Pupils are required to hand over their phone to staff and may face additional action in the following circumstances:

- They are using a mobile phone in the main body of the school grounds without permission
- A member of staff has any suspicion that a mobile phone contains unsuitable material
- A pupil has taken photographs on the site
- A pupil has used a phone for any form of bullying

In circumstances where there is a suspicion that the material on the phone may provide evidence relating to a criminal offence, the School will contact the police. See the 'Mobile Phone Policy' for further information.

All staff, pupils in Years 3-8 and guests, who need to use the school network, are required to read rules for network and internet use and sign an agreement form. There are different sets of rules for different age groups of children and categories of adult. Pupils and staff must sign to say that they agree to these rules. Parents of Pre Prep pupils sign on their behalf. Failure to follow the rules may lead to the implementation of sanctions for pupils and disciplinary action against staff. For further information, see the 'Network and Internet Policy.'

#### Monitoring and filtering inappropriate content

St Faith's uses firewall technology. It has a sophisticated web filter, which protects users by filtering and blocking inappropriate language and content. This is constantly updated and monitored. We endeavour to ensure that harmful categories, including social media, cannot be accessed and that emails are filtered and quarantined as appropriate. The Network Operations Manager and his team review the filtering daily, to ensure that inappropriate content has not been accessed. The web filtering has an "extremism" category, which blocks extremist sites for all pupils and keeps a log of all searches for up to one year. The school logs all browsing activity. Staff should alert Designated Persons to any safeguarding concerns, which arise when pupils are browsing the internet.

#### Educating and building resilience in pupils

Each year, as part of the Computing syllabus, pupils in Years 3 to 8 are taught annually about e-safety. Topics covered include social networking, staying safe on the internet and cyberbullying. Pupils use CEOP's 'Thinkuknow' website to learn about e-safety matters and external agencies they can contact in the event of bullying. Staff teach pupils to show on-line resilience. Pupils also learn about e-safety matters and cyberbullying within PSHCE.

#### Professional development

Basic Child Protection training for staff, led by Cambridgeshire Education Child Protection Service, takes place every three years. The staff are taught about cyberbullying in this training. In addition, the School provides regular in-house safeguarding and child protection training for all staff from the point of their induction. This is updated at least annually. Staff also receive annual training on the Anti-Bullying policy which includes an e-safety element.

### **Informing and educating parents**

The Head of Computing writes a twice-termly e-safety article for parents, which appears in the Headmaster's weekly newsletter and on the VLE. This gives up-to-date information and advice on topics such as gaming, the use of Snapchat and Instagram and setting up parental controls on computers and mobile phones in order to keep children safe. 'Internet Safety Guidelines' are provided for parents in the 'Parents Area' of the VLE.

A monthly 'Pastoral spotlight' written by the Heads of House and Director of Pastoral Care, also includes items on e-safety such as the importance of parents limiting screen time for their children and the potential dangers of social media.

In his 'Introduction to the New Year' talks, the Director of Pastoral Care talks to parents of pupils in Years 5 to 8 about inappropriate use of social media, excessive screen time and the increasing concern of mental health issues caused by on-line behaviour.

In the Michaelmas term of 2014 and 2016, St Faith's hosted a 'Parenting Teenagers' course, to which all St Faith's parents and parents of other Cambridge schools were invited. Parents received e-safety advice on both of these courses.

### **The management of personal data**

A Data Controller (the School Bursar) is responsible for the day-to-day management of data protection within the School. Staff have received awareness training on the following points:

- Personal data must be kept securely
- Staff must not disclose personal information orally, in writing or by any other means, either accidentally or otherwise to any unauthorised third party.
- Staff must keep personal information in a secure environment.
- Personal information must be disposed of in the secure bins situated within the school.

For further information on data protection, see the Data Protection Policy.

### **Reporting Concerns**

#### Pupils

If children are on the receiving end of any form of cyberbullying they should follow the same procedures as for any other form of bullying. See the 'Anti-Bullying Policy' section 7, part d.

#### Parents

If parents have concerns that their child is being bullied on-line they should save the offending material and make sure they have all relevant information, before deleting anything. Parents should contact the Head of Pre Prep or Director of Pastoral Care (Years 3-8) immediately about the concern.

#### Staff

Staff should contact the Network Operations Manager if they have concerns over any aspect of on-line safety such as browsing activity or the filtering of inappropriate websites. The Network Operations Manager may be asked to speak to pupils who contravene internet rules. Serious cases will be referred to the Headmaster who may choose to contact the police. Any member of staff, including the Network Operations Manager, should report to the Designated Safeguarding Lead or other Designated Persons any on-line safeguarding concern involving a pupil. See the 'Safeguarding Children Policy' Page 7. If the concern relates to a member of staff, the Headmaster should be contacted immediately. If the Headmaster is believed to be involved in wrongdoing, the Chair of Governors should be informed. See 'The Leys & St Faith's Schools Foundation Whistleblowing Policy & Procedure' and Appendix 8 of the 'Safeguarding Children Policy' for further information.

### **E-Safety at Home**

The following sites offer advice to parents and carers in keeping their children safe on line.

- <https://www.thinkuknow.co.uk>
- [www.childnet.com](http://www.childnet.com)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)