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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, make a positive contribution to school life and meet the school's Mission, Vision and Values.

The policy is monitored regularly and reviewed annually.

Related School policies

The following policies are publicly available on the St Faith's School [website](#) and My School Portal:

- Safeguarding and Child Protection Policy
- Pastoral, Behaviour and Discipline Policy

The following policies are available to parents and staff on the St Faith's School [SharePoint](#):

- Mobile Phone and Other Smart Device Policy
- Data Protection Policy
- IT Acceptable Use Policy
- Staff Handbook and Code of Conduct
- Attendance Policy
- Missing Child Policy
- The Leys & St Faith's Schools' Foundation Whistleblowing Policy & Procedure

Bullying

Definition

'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 (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'¹

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.

For the purposes of this policy we define the terms 'bullying' 'perpetrator' 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.
- **PERPETRATOR** is a person or group that is intentionally hurting another individual or group, usually repeatedly over time, either physically or emotionally. A perpetrator habitually seeks to harm or intimidate those whom they perceive as vulnerable.
- **VICTIM** is 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.

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, giving them unkind looks or using 'banter'
- taking or damaging someone's property
- cyberbullying (see Appendix 1 for definition))
- making unkind or inappropriate comments about age, religion or belief, gender, sex, sexuality (including homophobia), disability, appearance, ethnic or racial origin, cultural background, special educational needs, health conditions or circumstances relating to home life

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

¹ [Preventing and Tackling Bullying](#) DFE July 2017

- 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.

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 the DSL or one of the DDSs who, in turn, may 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 child on child abuse which includes sexual bullying, sexual harassment, and youth produced sexual imagery, see the 'Safeguarding and Child Protection Policy.'

Vulnerable pupils

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. Bullying on the basis of protected characteristics should be taken particularly seriously.

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.

Creation of a positive environment

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, Buddies, Play Buddies and Peer Mentors and they are encouraged to be good role models to the younger pupils. (See the 'Pastoral, Behaviour and Discipline' Policy).

'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.'

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.'

Education of the pupils

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.

The nature of bullying, its damaging consequences and its unacceptability in any community is 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 assemblies. An online safety assembly is delivered to the whole school in the summer term.

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. Pupils in Year 8 study extremism, radicalisation, terrorism and the Prevent agenda.

Roles and responsibilities

Pupils

Children are regularly reminded about whom they should tell or talk to if they are being bullied. These people include their Tutors, the School Counsellor, their Head of House, Head of Pre Prep, the Director of Pastoral Care, the Deputy Head, the Headmaster and their parents. If a pupil witnesses a bullying incident or is being bullied they can send a message to pastoral staff through the use of 'MyVoice'. This is an online reporting system for pupils to flag up safeguarding, bullying and wellbeing concerns. This available for Years 3 and 4 pupils on 'Seesaw' and for Years 5 to 8 pupils on 'Microsoft Teams'. Pupils are encouraged to report bullying incidents which occur outside school. These will be investigated by the school and where appropriate the police will be informed.

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. Where a pupil submits an entry in 'MyVoice' the online reporting system, this should be addressed promptly by pastoral staff. 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. All incidents of bullying, including incidents that happen outside school, should be recorded by the member of staff raising the concern in 'MyConcern' the school's online safeguarding system.

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 member of the pastoral team will speak to the pupil about the bullying 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.
- 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.
- The pupil is urged to inform a member of staff and/or a parent immediately if the concern resurfaces.
- The child's parents will also be asked to inform the school if they hear that there are further concerns.
- Teaching staff will be alerted to the concern via e-mail, Weekly Individual Concerns Meeting (Years 3-8) and notes which are produced from this meeting.
- If appropriate, a weekly appointment may be made for the victim to meet with the School Counsellor, to discuss their concerns and receive advice. A Peer Mentor, a pupil in Year 8, may also provide support to the victim at this time and a 'safe space' considered.

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:

- 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.
- The perpetrator/s should apologise to the victim (if this is considered appropriate) 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.
- 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.

- Teaching staff will be alerted to the behaviour of the perpetrator/s via e-mail, the Weekly Individual Concerns Meeting (Years 3-8) and notes which are produced from the meeting and asked to watch their behaviour closely.
- If appropriate, a weekly appointment may be made for the perpetrator/s to meet with the School Counsellor, to discuss their concerns and receive advice. A Peer Mentor, a pupil in Year 8, may also be organised to provide support at this time.
- 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)

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.'

Parents

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 (lwakefield@stfaiths.co.uk) or the Director of Pastoral Care (mcritchley@stfaiths.co.uk) immediately. At St Faith's, we do not tolerate bullying. We will listen to your child and do everything we can to remedy the situation.

Talk to your child about what they are doing on the internet and the importance of being safe online.

Parents have a responsibility to pass on bullying concerns, (including incidents which occur outside school and occasions when their child is a bystander) support the school's Anti-Bullying Policy and actively encourage their child to be a positive member of the school.

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 My School Portal. It has regard to the following Department for Education publications:

- Preventing and tackling bullying (July 2017)
- Cyberbullying: Advice for headteachers and school staff (November 2014)

M CRITCHLEY

Director of Pastoral Care

Appendix 1: Cyberbullying

Definition

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 also referred to as 'youth produced sexual imagery', can be found in the 'Safeguarding and Child Protection Policy.'

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.

The opportunities for cyberbullying via mobile phones in school are recognised. Only pupils who travel to and/or from school independently and are on the 'Unaccompanied Journey' register may bring a phone into school. The pupil and a parent must read the 'Mobile Phone Policy Consent Form' and submit an electronic form.

Phones must be switched off prior to arrival on the school site and placed in a secure cabinet before the start of the school day. Phones are returned to pupils by a member of staff as they leave the school site at the end of the day. The phone must not be used until the pupil has departed the site.

Any form of wearable technology, such as a smartwatch or fitness tracker must not be brought into school. Pupils are not allowed to take a mobile phone or any form of wearable technology on a day trip or residential trip in the UK or overseas. See the 'Mobile Phone and Other Smart Devices Policy' for further information on the use of mobile phones in school.

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 IT Manager reviews the filtering, to analyse where pupils and others may have tried to access inappropriate content. Regular monitoring of Year 7 and 8 school-owned iPads take place by the IT Manager and E-Safety Coordinator (Director of Pastoral Care). In their weekly meeting, general or

individual concerns are also discussed. The school logs all browsing activity. Staff should alert the DSL/DSLs to any safeguarding concerns which arise when pupils are browsing the internet. For monitoring of staff use of IT see the 'IT Acceptable Use Policy' - Section 9 - 'Monitoring and access.'

Educating and building resilience in pupils

As part of the Computing syllabus, pupils in Years 3 to 8 are taught annually about online safety. Topics covered include social networking, staying safe on the internet and cyberbullying. Pupils use CEOP's '[Thinkuknow](#)' website to learn about online safety matters and external agencies they can contact in the event of bullying. Pupils also learn about online safety and cyberbullying within PSHCE and there is an online safety focus each summer in an anti-bullying whole school assembly. Staff teach pupils to show on-line resilience.

Professional development

Basic Child Protection training for staff, led by Cambridgeshire Education Safeguarding Team, 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 online safety element.

Informing and educating parents

The Head of Digital Development writes a twice-termly online safety article for parents, which appears in the Headmaster's weekly newsletter. 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.

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

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 8.

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

If staff are made aware of a cyberbullying concern, they should follow the procedures which are laid out in section 8 of the Anti-Bullying Policy. Where required, pastoral staff will advise a pupil and parent in reporting cyberbullying to service providers or the police or removing inappropriate online content.

Staff should contact the E-Safety Coordinator (Director of Pastoral Care) if they have concerns over any aspect of on-line safety such as browsing activity or the filtering of inappropriate websites. The E-Safety Coordinator will liaise with the IT Manager and the matter will be addressed with 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 IT Manager, should report to the Designated Safeguarding Lead or Deputy Designated Leads any on-line safeguarding concern involving a pupil (see the ‘Safeguarding and Child Protection Policy’).

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 7 of the ‘Safeguarding and Child Protection Policy’ for further information.

Online Safety at Home

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

Weblink	Description
Cyber bullying: advice for headteachers and school staff (publishing.service.gov.uk)	This website gives tips for school staff on how to deal with cyberbullying, such as what it is, how it affects them, what the law says, and what they can do to prevent and tackle it.
Anti-Bullying Alliance	This website gives advice for parents and carers on how to support their children if they are involved in bullying, such as what bullying is, how to spot the signs, how to talk to children, and how to get help from the school or other organisations.
Helping Children Deal with Bullying & Cyberbullying NSPCC	NSPCC
https://www.internetmatters.org/issues/	This website provides information and guidance for parents and carers on various online issues that may affect their children, such as cyberbullying, sexting, online grooming, screen time, and online reputation.
www.childnet.com	Childnet works directly with children and young people from the ages of 3-18, as well as parents, carers, teachers and professionals, finding out about their real experiences online and the positive things they are doing.
https://www.thinkuknow.co.uk/	This website provides education and awareness programmes for children, young people, parents, and professionals on how to stay safe online, such as how to use technology responsibly, how to protect personal information, and how to report online abuse.