

ST CHRISTOPHER'S HAMPSTEAD

ANTI-BULLYING POLICY

Policy to be reviewed annually		
Reviewed by	Deputy Head, Wellbeing	September 2021
Approved by	Safeguarding and Welfare Committee	September 2021

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This policy applies equally to the Early Years Foundation Stage setting, KS1 and KS2 as taught at St Christopher's School. ***This policy is reviewed annually by the Deputy Head, Wellbeing and in conjunction with the Head.***

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Accessibility notice

To enable easier reading, this Policy is available in a larger font upon request

To be read in conjunction with the following school documents:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Acceptable Use Policy
- Online Safety Policy

1. Aims of Policy

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when she is feeling vulnerable.

We aim:

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils (including conflict management training).
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

What informs our policy:

- Keeping Children Safe in Education, September 2021
- Behaviour and Discipline in Schools, January 2016
- Preventing and Tackling Bullying, July 2017
- Cyberbullying: Advice for Head Teachers and School Staff, November 2014
- Supporting children and young people who are bullied, March 2014
- Equality Act, 2010
- Sexual violence and sexual harassment between children in school and colleges

2. Guiding principles

The governors value the good relationships between all of the school community as fostered by the school and expect that every allegation of bullying will be taken seriously. The Governors consider that a child should be treated as being bullied simply because they perceive that they are.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable at St Christopher's School and will not be tolerated.

The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. St Christopher's school aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001).

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

3. Definition of bullying

Definition of bullying or peer on peer / child on child abuse

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2013, p. 4)

At St Christopher's, there is no "hierarchy" of bullying – all forms of bullying must be taken equally seriously and dealt with appropriately. Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other, and friends fall out for a time. This is not usually bullying.

Examples of bullying behaviour:

- Physical: hitting, kicking, taking or hiding belongings
- Verbal: name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy and E-Safety Policy.)
- Emotional or psychological: being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
- Sexual violence and harassment include making inappropriate comments about appearance and attractiveness, uninvited proposition, uninvited touching, using innuendos or inappropriate imagery or upskirting
- Peer on peer / child on child abuse, including relationship abuse, sexual exploitation
- Prejudice-based bullying, relates to perceived or actual differences. It can be based on characteristics unique to a child's identity or circumstance, and can lead to prejudice or discriminatory language behaviour, including racism, sexism, homophobia, biphobia and transphobia
- Cyber: email and internet chat room misuse, mobile phone threats by text, calls, social websites, creating embarrassing images or videos, trolling, excluding children from online games, activities and friendship groups, sending explicit messages, including nudes.

Peer on peer/ child on child abuse manifests itself in many ways and is taken very seriously.

4. Relational aggression and peer on peer/ child on child abuse

Children can abuse other children in a number of ways. Relational aggression is defined as behaviour that harms others through damage to relationships or feelings of acceptance, friendship, or group inclusion. It is a deliberate intention to damage a pupil's peer relationships or social standing, and ultimately cause social exclusion. It can therefore be covert or overt. Examples include:

- Teasing; embarrassing a pupil
- Imitating them behind their backs

- Breaking secrets
- Spreading rumours, gossiping
- Whispering
- Sending abusive notes
- Maliciously excluding them
- Coercive behaviour

Relational aggression and covert bullying should be taken seriously and acted upon; it cannot be passed as normative behaviour in adolescents. If staff and older students condone relational aggression, covert bullying may be allowed to flourish.

Safeguarding issues can manifest themselves via peer on peer abuse. This includes:

- Bullying
- Cyberbullying
- Physical abuse
- Sexual abuse
- Sexual violence and sexual harassment
- Upskirting
- Sexting
- Initiation/ hazing type violence and rituals

Upskirting is a criminal offence. It is an act of taking a photograph, without consent, from underneath a person's clothing. The purpose may be sexual gratification, or to cause the victim distress and alarm.

5. Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, including in primary schools. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

6. Cyber-Bullying

To prevent any form of cyber-bullying, the school has a no-mobile phone policy for pupils from Reception to Year 5. Pupils in Year 6 may bring a mobile phone into school, as long as they hand in their device to the Front Office in the morning. All pupils agree to adhere to the Acceptable Use Agreement, which the parents sign on their behalf.

However, the school recognises that many pupils have mobile phones and access to the internet outside school and to that end:

- The school holds an Online-Safety week each year, in which the risks of technology and cyber bullying are discussed in depth. The school arranges internet safety workshops, addressing the safer use of the net and mobile phones.
- Acceptable Technology Use agreements are reviewed annually with all pupils in school and at home, so that they have a good understanding of how they must behave online.

- The Deputy Head, Wellbeing and Online Safety Coordinator update policies and provide parents with advice, helping them to understand how children can use technology safely, as well as the risks and consequences of mobile phone use.
- Staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying.
- Victims should keep emails and text as evidence for tracing and possible police action.
- The school has a code of conduct for use of the internet and access is screened by a variety of blocks which are updated regularly.

Balance and perspective are essential as is a whole community approach to ensuring safer use of the internet. The responsibility for this is both the school's in educating their pupils for safer use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

Useful websites for community use:

- www.childnet.com
- www.digizen.org
- www.thinkuknow.co.uk

Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these

7. Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ring leader).
- Others joining in and therefore afraid of ring leader (associates).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

8. Signs and symptoms

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs, and they should investigate if a child:

- is unwilling to go to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries herself to sleep at night or has nightmares/ bedwetting
- regularly feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions go missing
- has unexplained cuts and bruises
- stops eating
- is frightened to say what is wrong
- is frightened of walking to or from school
- changes her usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the Designated Safeguarding Lead, Maria O'Neill.

9. Roles and responsibilities

a. Governors

- The governors will liaise with the Head over all anti-bullying strategies, and be made aware of individual cases where appropriate.
- The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.
- The governors will liaise with the Head to arrange for a regular programme of staff development, which will include child protection and counter-bullying strategies. This will include training for support staff as well as teachers.

b. The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies; and
- review them regularly;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils; and report to the governing body.

c. The Deputy Head, Wellbeing

- is responsible for the day-to-day management of the policy and systems;
- ensures that there are positive strategies and procedures in place to help both the alleged victim of bullying and the alleged perpetrators of bullying;
- keeps the Head informed of incidents;
- refers and liaise with inter-agency working groups when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. See [Thresholds criteria](#) for legal thresholds at the LSCP.
- arranges relevant pupil training with the Head, determine how best to involve parents in the solution of individual problems; and ensure proper record keeping.

d. The Heads of Section

The Head of Lower School and the Head of Upper School will:

- monitor friendship issues in their section
- support their form tutors in implementing anti-bullying strategies and delivering the pastoral curriculum
- support pupils victims of bullying, or perpetrators of bullying
- support the Deputy Head, Wellbeing as required when managing a bullying incident

e. Heads of Department

- are responsible for ensuring that the school's positive strategies are put into practice; and
- know the school's procedure and deal with any incidents that are reported.

f. Form teachers

- are responsible for liaising with the Deputy Head, Wellbeing over all incidents involving pupils in their forms;
- are involved in any agreed strategy to achieve a solution; and
- teach the anti-bullying programme in the PSHCE lessons.
- encourage an open dialogue with pupils and offer them many ways to share concerns with a trusted adult. For example, each classroom has a 'Problem Solving Box' to share and dedicated form time is used to address any issues.

g. All Staff and volunteers:

- know and follow all relevant policies and procedures;
- keep clear records on CPOMS
- are observant and talk to pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where is most likely; and
- discuss from time to time where extra staff might be needed.

10. Dealing with incidents

- If bullying (in school or outside school premises) is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
- The teacher will record the details of the incident on CPOMS, using one of the bullying categories.
- A log of bullying incidents can be generated from CPOMS when needed.
- If a racial element to the bullying is suspected the Deputy Head, Wellbeing must be informed immediately.
- All the parties will be interviewed and a record made on CPOMS.
- Staff teaching the bullied pupil and the Form Teacher will be alerted via CPOMS.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the Deputy Head, Wellbeing.
- Parents will be kept informed by the relevant staff.
- Any sanctions will be determined by the Deputy Head, Wellbeing and the Head.

Bullying that takes place outside of school and which is reported to school staff, will be investigated and acted upon. The Deputy Head, Wellbeing will consider whether it is appropriate to notify the police or children's services in the event of the matter being deemed a safeguarding concern. The Deputy Head, Wellbeing, may consider whether it is appropriate to notify the policy or anti-social behaviour coordinator in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

In any incident of bullying, staff are expected to adhere to the following principles:

- It is important that children who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time or put a note in the confidential worry box in each classroom.

- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- Abuse is abuse and should never be passed off as 'banter' or 'part of growing up'.
- Gender issues may be prevalent when dealing with peer on peer / child on child abuse.
- The most serious incidents are referred to the Head.
- Parents will be requested to come and discuss matters.
- Pupils will be told always to report incidents of bullying.

11. Reporting and Recording

- Reports of bullying will be logged by teachers on CPOMS.
- Full details must be included: the alleged behaviour, details of the incident(s) as well as their frequency, names of the pupils (possible culprits, victims and other pupils involved directly or indirectly) and staff involved

12. Supporting Pupils

Bullied Pupils: Bullying may lead to social, emotional or mental health difficulties. Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support. The nature and level of support will depend on the individual circumstances and the level of need, and may include support from the ELSA (emotional literacy support assistant).

Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies. All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

- Pupils will be involved in the positive strategies through both the school council and form groups. Pupils will have an input into the anti-bullying strategy.
- A major part of the strategy will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

Involving Parents

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.
- St Christopher's is a Tooled Up School: Parents have access to a library of resources covering all aspects of children development, including bullying, resilience, self-esteem and mental health.

13. Sanctions

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Writing a letter of apology
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, etc. Any exclusion for even a short period would be discussed and agreed by the Chair of Governors and the Head.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. For example, under the Malicious Communications Act 1988, any person who sends a letter, electronic communication or article of any description which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

14. Preventing bullying

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through a PSHCE programme, school assemblies, the school council, use of form time and in the curriculum as appropriate.
- Positive values of kindness, friendships, diversity, inclusion and respect are promoted within the school in a wide range of contexts.
- The Deputy Head, Wellbeing is responsible for initiating and developing an anti-bullying programme as part of the PSHE curriculum.
- Heads of Department are responsible for introducing anti-bullying material in their programmes of study as appropriate/ Some of the themes taught in the curriculum provide opportunities for raising awareness of bullying, diversity, inclusion and respect
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.
- Wellbeing / Who can I talk to? posters are displayed in every classroom around the school.
- Talks to pupils, staff and parents, by staff or external speakers, help to raise awareness of the issues around friendships, bullying (including cyber-bullying) and how to prevent it.

Pupil leadership

The Diana Award Anti-Bullying Ambassador Programme equips students with the tools needed to tackle bullying behaviour head on. Pupils will receive the following training:

- How to identify bullying behaviour and when a peer may be experiencing bullying behaviour.
- The importance of being an Upstander and how to intervene safely.
- Supporting a peer who may be experiencing bullying behaviour.

- Campaign planning, with ideas and practical next steps to implement in St Christopher's to launch a whole-school anti-bullying campaign.

Managing transition

The transition process from St Christopher's takes place as early as Year 5. As this can be a stressful and competitive time the school makes sure that all those involved know that:

- They should not ask the girls questions about school choices or exam results.
- There should be no comparison to one another.
- Any pupil who makes inappropriate comments will be asked to see the Deputy Head, Wellbeing, and possibly the Head with her parents.

14. Monitoring and evaluation

The Head and the Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

The Deputy Head, Wellbeing, the Head of Lower School and the Head of Upper School will identify patterns and decide what action needs to be taken to prevent similar occurrences. They will review the pastoral curriculum to address any arising needs.

Pupils are included in the review of the policy and are regularly asked to complete surveys or share their feelings.

Remote Learning

During the remote learning phase of learning, the school maintains the same expectations of its pupils in regards to their online conduct, which will be routinely monitored wherever possible. Peer-on-peer/ child on child abuse, or concerns around behaviour which may be perceived as such, will be referred to the designated safeguarding lead. Parents and pupils will be supported in their awareness of the importance of online safety through regular communication. Sanctions for inappropriate behaviour will be adjusted to suit the remote circumstances as determined by the Deputy Head, Wellbeing and the Head.