



St. Francis' College ***Anti-Bullying Amongst Pupils Policy***

Introduction

The 'College' refers to all the staff and pupils of the Prep department and Senior School which includes Early Years Foundation stage (EYFS), Pre-prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

Context

The Community which is St Francis' College is committed to ensuring a safe and secure environment, which reflects our Christian ethos. Bullying behaviour, in any form, is therefore unacceptable. Bullying indicates a need on the parts of both victim and perpetrator. Constructive ways forward for both would be sought to provide support and opportunities for growth, redirection and development. As part of the process of preparing this policy, students were consulted.

The College recognises the seriousness of bullying, both physical and emotional and its risk of causing psychological damage.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2018 and Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006 and 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

¹ 'Victim' and 'Bully' are referred to in the singular in this document for ease of expression. The statements apply also to groups should this be the case.

Aims

As well as is humanly possible:

- To address any problem of bullying, to prevent future occurrences of intimidating behaviour and to eliminate it from College.
- To ensure a consistent approach to dealing with those involved, whilst taking into account what is appropriate to the particular situation and people.
- To promote the College ethos, within which each member is able to thrive.

Objectives

- To ensure that staff, parents and pupils are familiar with the policy and with the obligations.
- To ensure that staff, parents and pupils are aware of how to seek help when concerned about a problem of bullying, or a perception of such through access to this policy.
- To record episodes of bullying, the means used to deal with them and their outcomes.
- To support both the victim and the bully¹ in order to help them progress to a secure, non-threatening and non-threatened school life.
- To become aware, wherever possible, in advance, of areas where bullying is likely to occur (such as when, where and between whom) and take steps to prevent it.
- To make it clear to all that the College will not tolerate bullying behaviour.

Definition

We understand bullying to be “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Also to be taken into consideration is the perception by a girl that she is being bullied, whether or not this is found to be a case of actual bullying. In such a case, there is clear need on their part to be supported.

Recognising Bullying

We recognise that there can be a variety of forms of bullying and expect all to be watchful for them and to act in an appropriate way when aware of them.

Bullying can include: mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, as well as gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

The direct and verbal, including such as name-calling, taunting, verbal assaulting, whether in person or via such as text-messaging, e-mailing, sending offensive or degrading images by phone or via the internet; producing offensive graffiti, use of extremist or ‘hate’ terms to exclude others or invite violence.

The indirect, including such as ignoring, excluding, organised withdrawing of friendships, malicious gossip.

Inter-relationship bullying between classes/groups.

Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEND – Special Educational Needs and Disabilities
- Bullying related to appearance or health conditions
- Bullying related to LGBT
- Bullying related to young carers, looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying
- It may be motivated to impose extreme political views
- Cyber bullying

For further information about specific types of bullying refer to Appendix 1

Signs of Bullying

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (eg giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches, feigned illnesses/genuine illnesses
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The Designated Senior Lead will consider whether a referral to the Hertfordshire Safeguarding Children Board is required.

Anti-Bullying Action (Preventative)

The College takes the following preventative measures:

- Creates and supports an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognises that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Challenges practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Encourages the use of technology, especially mobile phones and social media positively and responsibly.
- Celebrates success and achievements to promote and build a positive school ethos.
- Ensure that all staff and pupils are aware of the psychological damage that bullying can cause and could even result in suicide.
- Ensure all staff and pupils are aware of what is regarded as bullying, and its consequences and the role of the bystander.
- Ensure pupils are aware through opportunities such as assemblies, Form periods, PSHE, anti-bullying week, questionnaires, Charter of Respect and House meetings, etc. Openly discussing differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Ensure staff are aware through such as staff meetings, the policy and training, Staff Code of Conduct.
- Ensure that individuals considered at risk, are watched discreetly by Form and subject staff and offered support if recognised to be in need.
- Understand that there is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.
- Encourage pupils to understand that silence and secrecy nurture bullying and that the potential as well as actual incidents need to be reported as rapidly as possible.
- Ensure that pupils and parents know that they can report bullying to any staff members with whom they feel comfortable and that action will then be taken at whatever level is necessary.
- Be aware of areas and times when bullying could take place, such as corridors, isolated parts of the grounds, classrooms, at breaks and lunchtimes, and be watchful for incidents.
- Form staff in particular, but also all subject staff and Heads of Year are in strong positions to notice incidents, as are Boarding House staff and indeed, others such as catering staff. All should be encouraged to be vigilant.
- Encourage parents to feel comfortable about reporting actual or potential incidents to the College and to know that these will be taken seriously, listened to and be investigated. Provision of eSafety awareness training for parents.
- Works with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying. To include external speakers who promote self-esteem and celebrate individual difference e.g. Sixth Form Society.
- Encourage pupil voice, e.g. School Council, Student Council
- Pastoral noticeboard.
- Charter of Respect in all Form Rooms (as created by the pupils).

Anti-Bullying Action (Procedures)

The College undertakes to ensure that:

- The report of any incident or threat of an incident will be taken seriously, recorded and will be responded to within twenty-four hours.
- In all cases it should be reported to the Deputy Head (DSL), or in the case of the Prep Department to the Head of Prep.
- The parents of the alleged victim and the alleged perpetrator(s) will be informed.
- All sides will be listened to and it may be that, having been recognised and discussed, the situation will be resolved without further steps being required, other than reporting and recording the incident.
- It may be necessary to take further action. (Refer to 'The Victim' and 'The Perpetrator' below)
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off site or outside of normal school hours (including cyberbullying), the College will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in College in accordance with the College's behaviour policy.
- Written statements, or in the case of younger student's verbal statements, will be taken. All relevant staff need to be informed of the background and outcome once the situation is clear.
- The Headmistress will be kept informed throughout the investigation

The Victim

Will be reassured and offered concrete help, advice and support, and her safety ensured. Further responses might be put in place, depending on the situation and the individual, such as a regular meeting for a period of time, to check that all is well, support from the Form Tutor, Head of Year, Head of

Key Stage (Prep), Head of Boarding, College Counsellor, College's Health Officer and/or the Boarding House Independent Listener.

The Perpetrator

Will have it made clear that such behaviour is unacceptable, and be encouraged to empathise with the victim's point of view. Every effort will be made to educate the perpetrator and enable them to improve behaviour. If online, requesting that content be removed and reporting accounts/contents to the service provider. Further steps may be taken, as appropriate, possible measures including:

- a written letter of apology
- loss of privileges (including online access when encountering cyberbullying concerns)
- daily report
- detention after school or on a Saturday morning
- segregation from peers during break and lunch times.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals

to Early Help, Specialist Children's Services, or CAMHS as appropriate

A contract, with a timescale, might be given, with targets to be reached and support given to help with a change of attitude and approach. If further incidents were to occur, or in the case of a serious incident, a bully might be suspended from school for a defined period of time. The ultimate sanction will be permanent exclusion; a decision made by the Headmistress with the agreement of the Chairman of Governors. Parents may appeal through the Chairman to a panel of Governors. The Panel's decision will be final.

On occasion, it might be helpful for others to be asked to support both, in order to prevent future confrontation, and peer perceptions might be asked for. If necessary, arrangements would be made whereby the likelihood of the two being alone together would be minimised.

In all cases, parents of both sides would be informed and if necessary, asked to attend a meeting to discuss the issues.

In all cases a brief, factual, written report outlining the details of what has occurred, must be submitted to the Headmistress or the Head of Prep. Information should include what was observed, what was said, what action if any, was taken, when and where the incident took place, who was involved, and be signed and dated. This should be submitted as rapidly as possible after the event and would be filed together in a manner which allows trends to be monitored. Copies of all documentation should be placed in the pupils' file in an envelope marked confidential. VLE?

Parental involvement is encouraged as the ideal where staff, pupils and parents can work together for the good of the whole and of each individual.

Cyber Bullying

Cyber bullying may be defined as "the use of electronic communication, , to bully a person, typically by sending or posting messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyber bullying". It can take a number of different forms:

Threats and intimidation, harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with an another route to harass their target.

Cyber bullying can potentially have far greater impact because of a number of factors namely

- invasion of personal space
- initial anonymity of those taking part in the bullying behaviour
- the ability to broadcast rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time
- other pupils who would not normally take part in bullying behaviour may be drawn in as accessories

When responding to cyberbullying concerns, the College will:

- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the College systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the College searching and confiscation policy.
 - Requesting the deletion of locally-held content and content posted online if they contravene College behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the College will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Legal Issues - Cyber bullying is generally criminal in character. There are laws that apply to cyberspace; It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means by electronic communications network a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

St. Francis' College educates pupils both in the proper use of the Internet and the consequences of cyber bullying and will through PSHE, ICT lessons and assemblies continue to inform and educate its pupils in these quickly changing times.

Parents are provided with an opportunity annually to attend an evening discussing 'Online Safety'. The College provides e-safety web pages on its website.

All incidents of cyber bullying both inside and outside of the College are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the Anti-bullying Policy, Behaviour and Discipline Policy and the Safeguarding and Child Protection Policy.

Situations Arising out of College

The College recognises that it must take note of bullying perpetrated off College premises, which spills over into College life. The College would respond positively to information regarding its pupils involved in such situations. Advice or support might be given, parents informed, the bully spoken with, and so on, if the children were both members of the College. If a member of another school was involved, the Head of that school might be approached.

If safety were to be considered an issue, relevant contacts would be made as a matter of urgency.

Cyber-bullying which happens out of College will be subject to the Behaviour & Discipline Policy if the welfare of other pupils or the culture or the reputation of the College are placed at risk.

Reference should also be made to the eSafety Policy, with particular reference to social media.

Sexual Bullying

Sexual bullying can take various forms, some of which are outlined below.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about LGBT. Homophobic bullying may be targeted at students who are, or who are perceived to be LGBT. It can also suggest that someone is of less worth because they are LGBT. Homophobic bullying is also often targeted at students who have LGBT members and students who do not confirm to gender stereotypes or are seen to be 'different' in some way.

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping, for example, suggesting that they are greedy, or assume that being bisexual is a phase.

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about transgender people. Transphobic bullying affects young people who are transgender and can also affect those questioning their gender identity as well as students who are not transgender, but do not conform to gender stereotypes.

There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category.

The Equality Act 2010 requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment. Schools must promote equality of opportunity and foster good relations. The College will take proactive steps to support LGBT students and promoting respect and understanding of LGBT people and issues across the whole school community through assemblies, workshops and the PSHE curriculum. The Department for Education requires all schools to publish information to show how they are complying with this duty.

The College Development Plan will set and publish specific and measurable equality objectives, to reduce levels of homophobic, biphobic and transphobic bullying.

The Equality Act 2010 applies gender reassignment to anyone who is proposing to undergo, is undergoing or has undergone a process (or part of a process), for the purpose of reassigning their sex by changing physiological or other attributes of sex. The College must protect any student taking steps to reassign their sex, whether those steps are social, for example, changing their name, the pronoun they prefer and the way they dress or look, or include medical intervention, for example, accessing hormone therapy or having surgery.

Monitoring

A central register recording all forms of bullying is kept regarding trends and individuals and the policy reviewed accordingly, as necessary.

The College will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied:

- Any issues identified will be incorporated into the College's action planning.
- The Headmistress will be informed of bullying concerns.
- The Safeguarding Governor will report on a regular basis to the governing body on incidents of bullying, including outcomes.

An occasional questionnaire amongst pupils will be considered as a suitable means of indications as to the presence or otherwise of bullying in the school, as will consultation with the School Council, teaching and non-teaching staff.

Note: Statements made in the singular in this document may also apply to groups and the same actions will apply.

Further information is available from these web sites

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk

- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Related Policies:

- Race Equality
- eSafety
- Child Protection-Safeguarding Physical Restraint and Power to Search Behaviour and Discipline Missing Child
- Mental Health and Well-Being Policy
- Complaints procedure
- PSHE
- Pupil use of mobile technology
- Sexting

Reviewed By	R Hayes
Authorised By	B Goulding
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Appendix 1

Further information about specific types of bullying

Bullying related to race religion or culture

Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children and children of different faiths experience in a number of situations.

Bullying related to special education needs (SEND)

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEND whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying.

Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to. For more information, refer to the related materials on homophobic bullying.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Further information about how schools can ensure that they address issues of bullying in relation to looked-after children is included in *Supporting looked-after Learners: a Practical Guide for School Governors*. On young carers, further information is provided via the Teacher Net pages on [Young Carers](#) and [Helping schools to be in tune with young carers](#). Schools are also encouraged to access advice made available by key voluntary organisations. [The Princess Royal Trust for Carers](#) and the [Children's Society](#) have both published information to help school and other staff identify and support young carers. This can be accessed via their websites.

Sexist or Sexual Bullying

Sexist and sexual bullying affects both genders. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can also be targeted by bullies.

Cyber Bullying

Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyberbullying. Prolonged campaigns of harassment can occur aimed at both pupils and staff. There is some evidence of a strong transition in cyber bullying: those who have been bullied can go on to do the bullying themselves. For more information, refer to the related materials on cyber bullying.