

# William Cassidi Church of England Primary School

## Anti-Bullying Policy Statement

*'Life in all Fullness'*  
*(John 10:10)*



As a school, we want to provide children with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for the children who attend our school. We want every child to be the very best that they can be and to recognise that they are precious, loved and valued.

## School Vision and Christian Ethos

Our school vision is to enable all children (and their families) to live a life in all fullness and live 'with all their heart'. Our main core value of love underpins all that we do. Our school is Christ-centred and our core values of: love, respect, courage, service and resilience flow through every aspect of school life. We have high expectations of pupils and this is reflected in the school ethos, culture, interactions and behaviours observed daily in our setting. Our genuine love for the children means that we want the very best for them - this includes positive praise, nurturing character and holding pupils to account for their actions if they demonstrate behaviours, which are not aligned to our school vision, motto and values.

## William Cassidi C. E. Aided Primary School Anti Bullying Statement

All children deserve to receive their education free from humiliation, oppression and abuse. Everyone at William Cassidi C. E. Aided Primary School has a responsibility to ensure that this is achieved.

### The Education And Inspections Act 2006:

This document established clear responsibilities with regard to behaviour and response to bullying. It states every school must have measures to encourage good behaviour and prevent all forms of bullying. These measures should be part of the school's behaviour policy and must be communicated to all pupils, school staff and parents/carers. It also gives Head Teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of staff.

### The Equality Act 2010:

The new Equality Act 2010 replaces previous anti-discrimination laws with a single act. A key provision is the Equality Duty which came into force on 5th April 2011. It requires public bodies (which includes schools) to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it and
- Foster good relationships between people who share a protected characteristic and people who do not share it.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service by excluding a pupil or subjecting them to any detriment.

### The Children's Act 1989:

Under the Children's Act 1989 a bullying incident should be addressed as a Child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.' Where this is the case the Child protection Policy should be followed and the case should be reported to the Designated Officer (Head Teacher) for referral to First Contact. Even when safeguarding is not considered to be 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 the child doing the bullying.

### Criminal Law:

Although bullying itself is not a specific criminal offence in the UK it is important to bear in mind that some types of harassment or threatening behaviour or communications could be a criminal offence. One example of this is the sending of an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known to be false by the sender.

### Bullying Outside The School Premises:

Head Teachers have a specific statutory power to discipline pupils for poor behaviour outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises. Incidents which are reported should be investigated and acted upon. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### Definition of Bullying:

The government definition is: '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, cyberbullying via text messages or the internet) and is

often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical, teachers and schools have to make their own judgements about each specific case.'

At William Cassidi C. E. Aided Primary School we believe that bullying is never right or justified. Children will always be encouraged to tell someone if they are being bullied. We believe that any kind of bullying is very damaging to the victim, the bully and the atmosphere of the school. We believe that it is important that pupils are protected and feel safe from bullying in the playground, corridors, classrooms and outside our school.

We define bullying in the following way:

"Bullying is the wilful and conscious desire to hurt and to put someone under stress."

(After Tattum and Tattum).

Any pushing, hitting, kicking, threatening, teasing or name-calling which happens often enough or is severe enough to make a child feel hurt, frightened, sad or lonely is bullying.

Preventing and tackling bullying should be embedded in the ethos of our school. All adults should challenge all aspects of bullying. Intervention should concentrate on pupil support, preventing further bullying and tackling reasons for bullying.

### Implications For The Teaching Staff:

The teaching staff will be prepared to find the time to listen to children, taking them seriously in a way which will not lead them to being humiliated or embarrassed e.g. by ensuring privacy, as to ignore unacceptable behaviour condones what is happening.

The teaching staff will be on the lookout for possible bullying behaviour and will establish procedures for children to talk about bullying. They will aim to ensure that any incident is not repeated. The school's Behaviour and Discipline Policy will be adhered to. There will be time allocated during School Council meetings to discuss any bullying or

behavioural issues that have occurred within classes. Within each classroom there is a 'Worry Box' that is regularly checked by a member of staff. Any general concerns raised will be discussed at School Council meetings.

Any victims will be given support and care will be taken to raise their self-esteem and confidence, and if appropriate, support will be given to develop social skills. Any children instigating any form of bullying will be made aware that their behaviour and its consequences are totally unacceptable, and will be helped to learn to satisfy their needs through working with others rather than being confrontational or competitive.

The teaching staff believe that in most incidents of deliberate bullying parents of all parties should be involved, we also recognise that help is sometimes needed in responding to a situation and are prepared to seek advice from other professionals as appropriate.

Each incident of bullying should be recorded on the 'Bullying Reporting Form' and a Communications Charter should be established in each class.

The teaching staff will actively promote anti bullying strategies through the PSHE policy and programme of study and through school events such as the Anti Bullying Week held annually and Cyberbullying Day held annually.

### Implications For Lunchtime Supervisors:

The lunchtime supervisors will be prepared to find time to listen to children, taking them seriously in a way that will not lead them to being humiliated or embarrassed e.g. by ensuring privacy. The lunchtime supervisors will look for opportunities to reward children for co-operative behaviour. The lunchtime supervisors will report any incidents of bullying to the class teacher together with the incidents of positive behaviour.

### Cyberbullying:

The school recognises that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly. We recognise

the rapid development of and access to technology has provided a new medium for bullying 'virtual bullying' which can occur in or outside the classroom with a potentially bigger audience.

### Aims:

The aims of this policy are to ensure that:

- Pupils, staff and parents are educated to understand what cyberbullying is and what its consequences can be and how to keep themselves safe;
- Knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community;
- We have effective measures to deal effectively with cases of cyberbullying;
- We monitor the effectiveness of prevention measures.

### What is Cyberbullying?

At William Cassidi C. E. Aided Primary School we consider cyberbullying to be: The use of ICT, commonly a mobile 'phone or the internet, deliberately to upset someone else. It can be used to carry out all the different types of bullying; an extension of face-to-face bullying. It can also go further in that it can invade home/personal space and can involve a greater number of people. It can take place across age groups and school staff and other adults can be targeted. It can draw bystanders into being accessories. It includes: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images ('happy-slapping'); and manipulation.

### Preventing Cyberbullying:

#### Understanding and Discussion:

The ICT Co-ordinator is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness. They will report to the Head Teacher. Staff will receive training in identifying cyberbullying and understanding their responsibilities. The Anti-bullying Co-ordinator will liaise with the Head of ICT on this matter. All staff will be helped to keep up to date with the technologies that children are using. The pupils will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyberbullying and on reporting cases they experience. Pupils will have a voice through their E-Safety Ambassadors and School

Council. Pupils will be educated about cyberbullying through a variety of means: workshops, conferences, Anti-bullying Week, projects (ICT, PSHE, Drama, English), etc... Pupils and staff will sign an Acceptable Use Policy. Parents will be provided with information and advice on cyberbullying via literature, talks, etc... Parents will be asked to sign an Acceptable Use Policy before their children are allowed to use the internet in school and will be asked to confirm that they have discussed its contents with their children

### Policies and Practices:

We will:

- Ensure regular review and update of existing policies to include cyberbullying where appropriate;
- Provide opportunities for policies to be addressed and for children to be involved in the process of updating and improving them;
- Keep good records of all cyberbullying incidents;
- Keep AUPs under review as technologies develop;
- Publicise rules and sanctions effectively;
- Ensure all data gathered, processed and retained is in line with the GDPR policy and practices.

### Promoting The Positive Use Of Technology:

We will:

- Make positive use of technology across the curriculum;
- Use CPD opportunities to help staff develop their practice creatively and support pupils in safe and responsible use;
- Explore ways of using technology to support assertiveness, self-esteem and to develop friendships;
- Ensure all staff and children understand the importance of password security and the need to log out of accounts.

### Making Reporting Easier:

- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgement;
- Publicise to all members of the school community the ways in which cyberbullying can be reported;
- Provide information for 'bystanders' including reassurances about protection from becoming victims themselves;
- Provide information on external reporting routes e.g. mobile phone company, internet service provider, Childline.

## Responding To Cyberbullying:

Most cases of cyberbullying will be dealt with through this Antibullying Statement. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response.

The key differences are:

- impact: the scale and scope of cyberbullying can be greater than other forms of bullying
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
- location: the 24/7 and anywhere nature of cyberbullying
- anonymity: the person being bullied will not always know who is bullying them
- motivation: some pupils may not be aware that what they are doing is bullying
- evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

## Support For The Person Being Bullied:

- Offer emotional support; reassure them that they have done the right thing in telling
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff
- Advise the person to consider what information they have in the public domain
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.
- In some cases, the person doing the bullying will be barred from use of the ICT system.

Staff and pupils should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save and forward to staff whole email messages:



- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact The Child Protection Officer in school.
- Identify the bully.
- Any allegations against staff should be handled as other allegations following guidance in Safeguarding Children and Safer Recruitment in Education. Working with the bully and applying sanctions

### The Aim Of The Sanctions Will Be:

- to help the person harmed to feel safe again and be assured that the bullying will stop
- to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour
- to demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly
- Sanctions for any breaches of AUPs or internet/mobile phone agreements will be applied
- In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation
- The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change
- Use the School Council to hear the children's point of view

Policy approved by the governing body: June 2024  
Date for review: June 2025

# Bullying Reporting Form

<b>Child/ren undertaking bullying:</b>	
<b>Date(s) of birth:</b>	
<b>Year(s):</b>	
<b>Victim(s) of bullying:</b>	
<b>Date(s) of birth:</b>	
<b>Year(s):</b>	
<b>Date of bullying:</b>	<b>Time of Bullying:</b>
<b>Type of Bullying:</b>	
<b>Reported By:</b>	<b>Reported To:</b>
<b>Description of Incident:</b>	
<div>(continue over if necessary)</div>	
<b>Actions Taken as a Response to Incident:</b>	
<b>Dialogue with Parents/Carers:</b>	
<b>Impact of Bullying and Response:</b>	

