



# ST FRANCIS SCHOOL

## B3. ANTI-BULLYING POLICY

### 1. Introduction

- 1.1. St. Francis School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.
- 1.2. St Francis School has developed a clear set of core values for behaviour and conduct, known as the St Francis Framework, within which there is an expectation that all members of the school community should:
  - Show Tolerance and Respect
  - Be Honest
  - Be Kind and Helpful
  - Treat Others Fairly
  - Always Do Their Best
  - Forgive
- 1.3. Working within this framework should provide pupils with a safe and caring environment in which they can fulfil their potential free from harassment, victimisation or discrimination.  
**Any form of bullying clearly goes against these core values and will not be tolerated at St. Francis School.**
- 1.4. This policy takes due regard of the government guidance given in 'Preventing and tackling bullying – Advice for Head teachers, staff and governors' (July 2017) and the Equality Act 2010. It also takes due regard for The Education and Inspections Act 2006 and the Independent Schools Standard Regulations 2019.
- 1.5. This policy aims to:
  - 1.5.1. To maintain and drive a positive culture of kindness and consideration among all pupils and staff throughout the School.
  - 1.5.2. To deter bullying behaviour, detect it when it occurs, and deal with it effectively.
- 1.6. The school aims 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 if feeling vulnerable.
- 1.7. St. Francis School aims to:
  - 1.7.1. Ensure that children learn in a supportive, caring and safe environment without fear of being bullied.
  - 1.7.2. Demonstrate that bullying is taken seriously and will not be tolerated.
  - 1.7.3. Take measures to prevent all forms of bullying.
  - 1.7.4. Clarify for all pupils and staff that bullying is wholly and always unacceptable.
  - 1.7.5. Promote an environment where pupils feel that they can trust and tell adults if they are being bullied or know about any bullying.
  - 1.7.6. Promote positive attitudes in children.

1.7.7. Ensure that all staff are aware of the need to be alert to the signs of bullying.

1.7.8. Ensure that all staff are aware of procedures through regular training.

1.8. This is a whole school policy, including EYFS. However, further details about Anti-Bullying in EYFS can be found in the EYFS Anti-Bullying Policy.

## 2. What is Bullying?

2.1 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 (Guidance on Preventing and Tackling Bullying, Department for Education).

2.2 Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

2.3 Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

### 2.4 **Types of Bullying include:**

- Emotional: ignoring; excluding; isolating; tormenting;
- Physical: hitting; kicking; pushing; spitting or other uses of violence;
- Verbal: name-calling; teasing; spreading rumours; sarcasm;
- Cyber: using mobile phones or computer technology (texting or chat rooms; social networking websites; gaming; photographs and email) to intimidate and/or verbally bully a person. (See Appendix 1).

2.5 Specific types of bullying include:

- Child to Child: between children in varying age groups
- Homophobic, biphobic, transphobic: focussing on issues of sexuality including homosexual and transgender issues;
- Racist or Cultural: focussing on racial or cultural differences;
- Sexual: unwanted physical contact or sexually abusive comments;
- Religious: lack of empathy towards a child's beliefs and faith;

Other types can include bullying related to special educational needs or disabilities; related to appearance or health conditions; or related to home circumstances.

### 2.6 **Roles within Bullying**

Different roles within bullying have been identified:

- Ring Leader - Those relying on social power, dominating others, often with group support;
- Associates - Others joining in – possibly afraid of the ring leader;
- Bystanders - Those aware that the bullying is taking place, but feel unable to do anything about it;
- Defenders - Those who try to stop the bullying.

## 2.7 **Signs of bullying**

Changes in behaviour that may indicate that a pupil is being bullied include:

### 2.7.1 School related:

- An unwillingness to return to school;
- Failure to produce work, or producing work that is below the standard expected of that pupil (possibly copied or spoilt by others);
- Frequent absence, erratic attendance or regularly late to school;

### 2.7.2 Physical:

- The presence of unexplained cuts and bruises;
- Regularly feeling ill in the mornings;
- Attempts or threats to self-harm;
- Stopping eating.

### 2.7.3 Emotional

- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Becoming aggressive or unreasonable;
- Diminished levels of self-confidence.

### 2.7.4 Actions

- Starting to stammer;
- Choosing the company of adults;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping, experiencing nightmares;
- Asking for, or stealing money;
- Bullying other children or siblings;
- Psychological damage – possibly talking of running away or suicide.

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

## 3. **Role of the Governors and Staff**

### 3.1. **The Role of the Governors**

- The governors will liaise with the Headmaster over all anti-bullying strategies, and be made aware of individual cases where appropriate;
- The governors will liaise with the Headmaster to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

### 3.2. **The Role of the Headmaster**

The Headmaster will:

- Liaise with the Deputy Head (in the capacity of Head of Pastoral Care) to determine strategies and procedures;
- Discuss the development of strategies with the Senior Leadership Team;
- Ensure the strategies are reviewed regularly;
- Ensure that appropriate training is available;
- Ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils;
- Report to the governing body where appropriate.

### 3.3. **The Role of Deputy Head**

The Deputy Head will:

- Be responsible for the day-to-day management of the policy and procedures;
- Ensure that there are positive strategies and procedures in place to help both the bullied and the bullies;
- Keep the Headmaster informed of incidents;
- Manage the delivery of the anti-bullying message to pupils through the curriculum, assemblies and form tutors;
- Determine how best to involve parents in the solution of individual problems;
- Ensure proper record keeping.

#### 3.4. **The Role of the Form Teacher**

The Form Teacher will:

- Be responsible for liaising with all staff over concerns about pupils in their form/class;
- Be responsible for liaising with the Deputy Head/ Head of Pre-Prep/Head of EYFS (whichever is relevant to the children involved) over all potential bullying incidents involving pupils in their form/class;
- Be involved in any agreed strategy to achieve a solution;
- Deliver the anti-bullying message to their form/class as part of the whole school programme or when it is deemed necessary.

#### 3.5. **The Role of all staff and volunteers**

All Staff and volunteers will:

- Know and follow all relevant policies and procedures
- Keep clear records on the Incident Forms
- Be observant and talk to pupils
- Never let any incidence of bullying pass by unreported.
- Take action to reduce the risk of bullying at all times and in places where it is most likely.

### 4. **Preventative Measures and Procedures**

4.1. At St. Francis School we take the following preventative measures:

- 4.1.1. The awareness of the anti-social nature of bullying is raised through assemblies, the PSHCE/LFL programme, use of weekly Form Time and in the curriculum where appropriate.
- 4.1.2. All pupils are encouraged to tell a member of staff if they are aware of bullying taking place. This can be face-to-face with their form tutor or another member of staff they feel comfortable with, via a parent or friend, or through their 'Talk Books' (post Year 3).
- 4.1.3. All reported incidents are investigated at once.
- 4.1.4. We have a strong and experienced team of teachers who are alert to the possible signs of bullying and are aware of the procedures to be followed.
- 4.1.5. The Deputy Head monitors all reported incidents of bullying closely and takes an active role in the investigation and resolution of all incidents.
- 4.1.6. Staff are on duty at all times when pupils are not in class, and the school site is patrolled taking particular notice of the areas in which bullying may occur.
- 4.1.7. There are posters displayed in each classroom giving pupils advice on whom to talk to should they have any concerns about bullying (Appendix 2)
- 4.1.8. We encourage older pupils to offer advice and support for younger pupils.
- 4.1.9. We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and those that occur within the vicinity of the school involving our pupils.

#### 4.2. **Procedures**

If bullying is suspected or reported:

- 4.2.1. The member of staff to whom it was reported or who first discovers the situation will reassure and support the pupils involved.
- 4.2.2. An appropriate member of the pastoral team (the pupil's Form Teacher or the Deputy Head) should be informed as soon as possible.
- 4.2.3. The victim(s) will be interviewed on their own and asked to write an account of events.
- 4.2.4. The alleged bully/bullies, together with all those involved will be interviewed individually and may be asked to write their account of the immediate events.
- 4.2.5. An Incident Form should be completed by the member of staff who initially found out about the occurrence of bullying, and any further action should be recorded on this. Notes should be taken during any interviews with pupils and added to the pastoral files. Copies of these forms will be kept in the Form Pastoral Files and the Deputy Head files.
- 4.2.6. All teachers should be informed so that the situation can be monitored at all times.
- 4.2.7. A member of the Pastoral team will talk to the victim at a later stage, separately from the alleged perpetrator. Support will be offered and a strategy developed to help to the victim process the situation.
- 4.2.8. The alleged bully will be interviewed at a later stage separately from the victim and it will be made clear why the behaviour pattern is inappropriate. Guidance will be given on how to modify behaviour, along with the appropriate sanction (See 4.3).
- 4.2.9. The parents/guardians of all parties should be informed and invited to school to discuss the matter.
- 4.2.10. A way forward, including disciplinary sanctions and support, should be agreed. This should recognise that suitable support is needed for both the pupils who have been bullied and those who bully others.
- 4.2.11. A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to be able to move on from the episode.
- 4.2.12. A monitoring and review strategy will be put in place.

#### 4.3. **Sanctions**

It is recognised that bullying is a pattern of behaviour and therefore if single acts of unkindness can be identified and dealt with immediately, the likelihood of the unkind behaviour being repeated and a bullying pattern developing may be reduced. At St Francis School a system has been developed that works alongside the school's usual sanction system to help pupils understand when they have been unkind, and when it is necessary for their behaviour to change (Appendix 3).

- 4.3.1. If a pupil is seen or is reported to have acted unkindly towards another pupil (calling names; excluding from a game; pushing or shoving) a yellow 'caution' card should be issued along with a dot or a minus depending on the severity of the unkind act. Pupils should take the card to their form tutor who will record in their pastoral file the date and reasons for the issue of the yellow card. The member of staff who issued the yellow card should inform the relevant form tutor in case the pupil decides not to pass on the yellow card. Pre Prep sanctions would include the loss of 'Privilege Time' Minutes and/or loss of playtime minutes for unkind actions towards others.
- 4.3.2. If a pupil acts in a very unkind way towards another pupil, or is seen to be carrying out an unkind act for which they have already been given a yellow card, they may be given an orange 'crossroads' card along with a minus or Headmaster's Detention. A form tutor may also issue an orange card if it is clear that a pupil is receiving a number of yellow cards and a pattern is developing. At this stage, potential bullying type behaviour has been identified and parents will be informed. Pupils will be spoken to by their Form Teacher and Deputy Head to ensure that they are aware of what needs to change to avoid moving on to the next stage. Continued acts of

unkindness by an individual in Pre Prep are reported to the Head of Pre Prep and parents would also be informed at this stage. An informal action plan to help the child modify their behaviour would also be discussed with parents.

4.3.3. If it becomes apparent that a pupil had been repeatedly and persistently unkind to another pupil then they will be issued with a red 'stop' card. The Headmaster will be informed and the pupil's parents will be invited to discuss the sanctions felt to be appropriate. In the cases of severe and persistent bullying, strong sanctions such as suspension or exclusion may be considered.

4.3.4. In very serious cases, and only after the Headmaster has been involved, it may be necessary to report the incident to the police or to Children's Social Care. However, it is the policy of St. Francis School to attempt to resolve such issues internally under the school's own discipline procedures, unless the matter is of such gravity that a criminal prosecution is likely.

**4.4. Supporting the Pupils**

4.4.1. Supporting those who have been bullied.

4.4.2. It is important to recognise that pupils who have been bullied have often chosen to hide it for a period of time either due to feelings of inadequacy, or a fear that they are in some way to blame for the way that they are being treated. It is therefore of the utmost importance that if a pupil discloses that they are being bullied, they feel supported from the outset. Pupils need to feel that they are believed and reassured that the school will respond to the situation appropriately.

4.4.3. Supporting pupils who bully others.

4.4.4. Pupils who display bullying type behaviour may do so for a variety of reasons, and need to be supported in working through the origin of their behaviour and in developing strategies to ensure that this type of behaviour is not repeated.

4.4.5. Pupils in Years 3-6 who are involved in bullying incidents (both as victims and perpetrators) may choose to be assigned a pupil mentor who will provide an additional person to talk to and to give support if required.

**5. Monitoring the effectiveness of procedures and strategies**

5.1. The Headmaster and Deputy Head (in the capacity of Head of Pastoral Care) will review each reported incidence of bullying to ensure the effectiveness of the procedures. Where appropriate the findings will be discussed with the SLT and all staff to develop strategies to improve procedures if needed.

5.2. The Governors will be kept informed through the termly Child Protection Report.

**6. Appendices**

Appendix 1: Child on Child abuse and the legal threshold

Appendix 2: Cyber Bullying

Appendix 3: Classroom Anti-Bullying Poster (Pupils' version of this policy)

Appendix 4: Unkindness and Bullying Leaflet for pupils, staff and parents

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## Appendix 1

### 7. Allegations of abuse made against other children: child on child abuse

At St Francis we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Occasionally, safeguarding allegations may be made against children by others in the school.

This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults,
- sexting and
- upskirting

If an allegation of abuse is made against a pupil and there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the pupil may be suspended from the School during the investigation. The school has a strong commitment towards anti-bullying. Bullying must be recognised as a possible abuse situation and as a result a potential safeguarding issue and this policy should be read in conjunction with the school's Anti Bullying Policy. Sexting and banter is also seen as peer abuse and unacceptable.

The School will take advice from the DOFA on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that the child is supported during the interview by an appropriate adult. The School will take legal advice on any investigation at the point where it reaches the 'legal threshold'.

If the abuse is by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm' then any such abuse should be referred to the local agencies. In the event of such disclosures about pupil on pupil abuse the school should ensure that all pupils involved, whether perpetrator or victim, are treated as being 'at risk'.

## Appendix 2

### 8. CYBER BULLYING

#### a) What is it?

Cyber bullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others"(Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/ herself.

#### b) Types of Cyber Bullying

Cyber bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube);
- Using e-mail to message others in a threatening or abusive manner; or
- Hijacking/ cloning e-mail accounts.

Combating cyber bullying

- Protection from Harassment Act '97
- Malicious Communications 1988
- Telecommunications Act 1984

### **c) School Policy on Cyber Bullying**

No pupil mobile phones are allowed in school.

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

- the school arranges for the community police officer to come into school to talk about safe use of the net and mobile phones.
- The Head and safeguarding team meets with groups of parents – as does the community police officer, to ensure that they, as well as their children understand how to 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 net and access is screened by a variety of blocks which are updated regularly.
- Teachers must teach safe internet use and strictly apply all school policies.

St. Francis School believes that parental support and understanding in safe use of the net is an essential component in managing cyber bullying. The use of the web is an essential part of modern life and the young are the pioneers. They use the web in a very different way.

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

St Francis -

- Expects all pupils to adhere to its [policy for the safe use of the internet/ E-Safety Policy]. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use;
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet;
- Issues senior pupils with their own personal school email address. [Access to [all social media sites and] personal email sites such as "hotmail" is not allowed [from school computers/ tablets] inside school];
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking, removing contacts from "friend" lists and sharing personal data;
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
- Does not allow the use of mobile phones in classrooms, public areas of the school, or where they may cause annoyance to others; and
- Does not allow the use of cameras/ mobile phone cameras in toilets, washing and changing areas [or in the bedrooms of boarding houses].

### **d) Useful websites for community use:**

[www.childnet.com](http://www.childnet.com)

[www.digizen.org](http://www.digizen.org)

[www.thinkuknow.co.uk](http://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.



## Appendix 3

### WHAT IS BULLYING?

Bullying is **repeated** acts of unkindness

**Physical:**

- Pushing
- Kicking
- Hitting
- Pinching
- Other forms of violence

**Not physical:**


- Name calling
- Persistent teasing
- Sarcasm
- Spreading rumours
- Text messaging
- Cyber bullying

Bullying does not need words



It can be:

- Pointing
- Staring
- Cornering
- Unpleasant signs
- Ignoring

Sometimes children pick on others because they look different. This is bullying too.



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### WHAT TO DO IF YOU ARE BEING BULLIED:

- Try to ignore the comments – it sometimes works.
- Try to stand up for yourself: ask the bully to stop.
- If someone hurts you, do not hurt them back – you will get in to trouble too.
- Tell someone.

It is important to tell someone that you feel that you are being bullied as if you don't the bully may go on hurting you and other pupils.

### HOW CAN WE HELP OTHER PUPILS WHO ARE BEING BULLIED?

*Never just ignore it.*

If someone is being treated unkindly:

- See if you can come to the pupil's defence.
- Tell the bully to stop it.
- Tell an adult about it.


You are not a 'tell-tale' or a 'snitch' if you let a teacher or an adult know that someone is upset because of unkindness or bullying.

Who can you tell?

- ✓ Peer Listener
- ✓ Playground Champion
- ✓ Your Form Tutor/Class Teacher
- ✓ Head of Pastoral Care
- ✓ Any other member of staff

**Bullies Are:**

- NOT SOLE
- NOT FRIENDLY
- NOT POPULAR
- NOT RESPECTFUL
- NOT HELPFUL
- ALL OF THE ABOVE



## Appendix 4

### REMEMBER....



#### The St. Francis Framework

- Show Respect & Tolerance
- Be Honest
- Be Kind and Helpful
- Treat Others Fairly
- Always do your Best
- Forgive

If somebody has been unkind to you, or you have made a mistake and been unkind to somebody else, it is important to talk to someone as soon as possible.

#### Who can you talk to?

Your friends

Senior boys and girls

Your Form Teacher

Deputy Head Pastoral

Any other member of staff



### Unkindness and Bullying



#### UNKINDNESS AND BULLYING

##### WHAT HAPPENS WHEN YOU GET IT WRONG?

Your tutor will talk to you if you have made a mistake and have been involved in an act of unkindness. This could mean that you have lost your temper or have been thoughtless.

**If you act in an unkind way, the following will happen:**



You have been given this warning as you have acted in an unkind way towards a person or group of people.

**What happens next?**

Your tutor will be informed and this will be noted on your file. Three yellow cards in a two week period will lead to you automatically progressing on to the next stage.

**What should you do?**

STOP! Talk to your tutor about how to make sure that you do not do this again.



You have given this as you have repeated behaviour for which you were given a yellow card OR you have behaved in a seriously unkind way.

**What happens next?**

The Head of Pastoral Care will inform your parents, and you will lose your morning break-time for a week to reflect on what you have done, and consider how you can improve your behaviour in the future.

**What should you do?**

STOP! Talk to your tutor about how to avoid repeating this behaviour. If you do not, you will move on to the next level, which is very serious indeed.



You have been shown this as you have repeated behaviour for which you were given a yellow and orange card. This means that your behaviour can be referred to as bullying.

**What happens next?**

Your parents will be informed and asked to come for a meeting with the Headmaster and the Head of Pastoral Care.

The behaviour that you have displayed is not what is expected from a pupil at St. Francis School, and the Headmaster will act accordingly.