St Gabriel's

Your Route to Success

Including Sandleford, our Early Years Foundation Stage provision

Anti-Bullying Policy

Authorised by	resolution of the Board of Governors
Date	Autumn 2010
Reviewed	Spring 2012
	Spring 2013
	Autumn 2013
	Autumn 2014
	Autumn 2015
	Autumn 2016
	Autumn 2018 (1-1-0)

At St Gabriel's we aim to provide a secure and caring environment in which pupils can fulfil their true potential without fear. Pupils are very supportive of each other and form firm friendships. However, as a school we are not complacent and our views on bullying are made very clear. St Gabriel's believes that bullying behaviour adversely affects the safety and happiness of pupils and can lead to psychological damage and even suicide. Bullying causes low self-esteem and negative self-image; it is likely to affect concentration and levels of achievement in and out of the classroom. Consequently, both pupils and staff have a firm understanding of what we perceive bullying is and what to do about it. A bullying incident could be treated as a child protection incident where there is suffering or risk of significant harm.

This policy has regard to KCSIE (Sept 2018) and Working Together To Safeguard Children (July 2018) together with non-statutory DfE advice "Preventing and Tackling Bullying (July 2017)". This policy is communicated to parents on our website and copies are available from the School Office on request. The policy is communicated to new staff as part of the Induction Process and to all staff as required on a regular basis.

This policy should be read alongside the School's Child Protection (Safeguarding) Policy and Safeguarding Guidance, Behaviour Policy, ICT Acceptable Use Policies for Pupils and Workers and the Exclusion, Removal and Review Policy.

Definition

Bullying is behaviour which makes other people feel uncomfortable or threatened, whether this outcome is intended or not.

There are so many definitions of bullying, but we believe at St Gabriel's that most forms of bullying have certain things in common:

- that it is deliberate and intentionally hurtful behaviour
- that it is repeated over a period of time
- that it makes pupils feel powerless
- that it lowers pupils' self esteem

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There are different sorts of bullying, but the four main types are:

Physical: hitting; kicking; pinching; taking; hiding or damaging belongings
Verbal: name calling; teasing; insulting; writing and/or passing unkind or malicious notes.
Emotional: being unfriendly; excluding; blanking; tormenting; spreading malicious rumours
Cyber: includes the misuse of mobile devices and computers in or out of school and includes
                 the sending of unkind or malicious text messages, inappropriate emails, postings,
                 photographs or videos to social websites or other web spaces. See Appendix A.

Bullying is often motivated by prejudice and can include harassment such as racial, religious, cultural harassment; sexual, sexist or homophobic harassment; disability harassment; and related to a person's special education needs, learning difficulties, home circumstances, health or appearance.

Bullying may occur directly or through cyber-technology including social websites, mobile phones, text messages, photographs and email. The guidance on the use of technology in the classroom can be found in the ICT Acceptable Use Policies for Pupils and Workers and other associated policies such as Taking, Using and Storing Images of Pupils.

Aims

1. To ensure that the unacceptable nature of bullying and the consequences of such actions are made clear to the whole community, including parents through this and other associated policies on the School's website.
2. To ensure there is a clear procedure for staff, pupils & parents to follow once an incident perceived as bullying, including cyber-bullying and bullying outside school has been reported.
3. To ensure pupils grow in resilience against behaviours that may be perceived as bullying.

Our bullying policy aims to result in consistent prevention and response.

Communication of such a policy will involve:

1. the whole school community.
2. the PSHE programme and other opportunities within the curriculum
3. assemblies regularly explore topics such as relationships, friendship, conflict, forgiveness, mutual trust and respect through stories, historical events or current affairs to reinforce the School's ethos and anti-bullying message.
4. Age appropriate information about online dangers such as grooming, accessing internet sites containing violent or adult content and inappropriate sharing of personal information and photographs.

Pupils will:
- always be aware that it is a pupil's **perception** of an action towards them that is important
- always be aware of the behaviour the School feels is unacceptable and will not be tolerated
- always be encouraged to be vigilant amongst themselves for signs that a pupil may **perceive** they are being bullied.
- always feel their fears are being taken seriously by a member of staff

Staff will:
- always aim to manage relationships with the pupils as assertively as necessary
- always take any allegations of bullying seriously
- talk regularly with the pupils about their behaviour towards others which could be **perceived** as bullying and what to do if they themselves encounter such treatment
- encourage pupils to tell an adult if they **perceive** they are being bullied

- always be vigilant for any signs of bullying; be it in the classroom, or during the pupils' free time
- always respond quickly and appropriately using the procedures outlined below in accordance with their experience and the training they have received

Parents will:
- always respond quickly
- always take any allegations their child makes seriously
- notify the School IMMEDIATELY if they think their child is being bullied
- reassure their child that the School will respond quickly, sensitively and firmly

Procedures for Staff

Appropriate training in all aspects of care is arranged to ensure that staff have the necessary professional skills, especially an awareness of the risk and indications of child abuse and bullying and how to deal with cases. The School seeks specialist help to understand the needs of pupils including those with a special educational need or disability, and lesbian, gay, bisexual and transgender (LGBT) pupils. We will work in partnership with other schools and organisations if the need arises.

Staff should be aware of the content of the School's Child Protection (Safeguarding) Policy & Safeguarding Guidance as regards Peer on Peer abuse, including how and when to report concerns. **Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should treat the incident as a child protection concern and immediately report their concerns to the Designated Safeguarding Lead, or outside agencies if necessary.**

The School takes the following steps to minimise the risk of peer-on-peer abuse.
 • The school encourages an open and tolerant environment, where pupils or teachers can report their concerns. The form tutors and Heads of School respond promptly to any such reports offering support to all concerned.
 • The PSHE and life skills programme contains material aimed at promoting tolerance and kindness, and informing pupils how to respond to any unkind incidents. Sessions are delivered around cyberbullying and appropriate use of ICT and social media.
 • There are separate Anti-Bullying and ICT Acceptable Use policies available on the school website.
 • The school planner details the definitions and consequences of bullying and summarises the school rules on behaviour and use of ICT. There is information on support available inside and outside school.

Initially (unless the incident meets the requirements for a safeguarding referral to the Designated Safeguarding Lead) a member of staff who becomes aware of an incident that could potentially be interpreted as bullying should report this to the relevant Head of School as soon as possible. The Head of School will investigate and may then pass the matter to a Form Tutor or Class Teacher.

The Head of School (or Form Tutor or Class Teacher) will support all pupils involved in the incident and if appropriate will aim to facilitate discussions to resolve the situation.

It may also be appropriate to issue a sanction or reprimand which reflects the seriousness of the incident and conveys a deterrent effect, given at the staff's discretion in accordance with the School's Behaviour Policy. At all times the Form Tutor or Class Teacher and Head of School should be consulted and kept informed.

These over-arching principles should be followed

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- All incidents should be recorded and the appropriate Head of School informed who will ensure that full records are kept to enable patterns to be identified
- The victim and perpetrator should be monitored closely over a period of time following any incident that is reported
- The victim and perpetrator will both need considerable support from staff

The Heads of School or any staff member can also report incidents to the Vice-Principal (including in their capacity as Designated Safeguarding Lead.). Occurrences of serious bullying or peer on peer abuse are rare at St Gabriel's but staff should be aware of the procedures. The Vice-Principal will work with the Heads of School and other staff as necessary to deal with a more serious or escalated situation. This may involve discussions with pupils, parents and outside agencies.

It is vital that accurate records are kept of incidents and how the school has responded. Such records could be used to assist further actions or investigations conducted by agencies outside of the School.

In keeping with St Gabriel's nurturing ethos, exclusion as a response to bullying is used sparingly and always as a very last resort. Exclusion (either temporary or permanent) may well be necessary in cases of severe and persistent bullying. The Exclusion, Removal and Review Policy gives details of the procedures involved.

Reported incidents of bullying and how they were resolved will be monitored very closely and recorded in a Bullying Log, which is kept by the Heads of School. Attention will be given to Who; Where; When; What; the action taken; and 'follow up'. The School will use this to evaluate the success/effectiveness of actions taken and the anti-bullying policy as a whole. Monitoring by the Heads of School and Vice-Principal of such incidents also enables patterns to be identified, both in relation to individual pupils and across the School as a whole.

This policy focuses mainly on the bullying of pupils by pupils or peer on peer abuse, although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. The Child Protection (Safeguarding) Policy & Safeguarding Guidance details procedures that must be followed if a member of staff is suspected of abuse against a pupil. Staff members who are concerned about being bullied or harassed should contact a member of the Executive.

Procedures for Pupils

If you think you are being bullied, or you know that someone else is, **please tell us straight away**.

Don't Suffer in Silence!

Tell
Any member of staff
Your Tutor or class teacher
Your Sixth Form Prefect
Your Parents

Be clear about exactly what happened.
Keep &/or save written evidence, messages, photographs, videos, texts or emails.
Avoid situations which could make matters worse.
You know that all incidents will be taken seriously
You know that staff will act immediately and sensitively

Procedures for Parents

- Your child has the right to be safe and happy at St Gabriel's, and to be protected when they are feeling vulnerable.
- Parents are perhaps our most powerful allies - as you are often the first to be told if a problem exists.

If you think your child may be being bullied, or tells you that they are, please let us know *straight away* regardless of whether you have been asked "not to tell anyone".

Keep &/or save written evidence, messages, photographs, texts or emails.

You may wish to contact your child's Head of School in the first instance or your child's tutor or class teacher. Alternatively, you may wish to contact the Vice-Principal or Principal straight away.

Please be reassured we will take all incidents seriously and we will act immediately and sensitively.

Review

This Policy will be reviewed every two years by the Executive and Governors to assess its effectiveness, and will be updated as necessary in line with The Regulatory Requirements for Independent Schools. Pupils' views on the effectiveness of the arrangements are sought regularly and the effectiveness of the policy is reviewed taking into consideration behaviour patterns and records. In undertaking the review, the Executive will take into account the results of the monitoring as set out above, as well as any changes in legislation and/or statutory guidance and other relevant information gathered (such as through a bullying survey).

Change History

Date	Version	Changes
Autumn 2018	1-1-0	Legislation updated to include KCSIE, WT and Preventing and Tacking Bullying 2018 Current Policies and procedures quoted. Appendix on Cyberbullying added

Appendix A – Cyberbullying

Online Safety is a priority in our school and the guidance here seeks to clarify the school's expectations and safeguarding obligations. Further details are provided in the Child Protection (Safeguarding) Policy and Safeguarding Procedures document.

Roles and Responsibilities

Roles and Responsibilities for dealing with any instance of cyberbullying are the same as for instances of any other type of bullying. The Heads of School, Form Tutors, Class Teachers, other staff and the Vice-Principal are responsible for reporting and managing the responses to any bullying incident.

Use of Technology in School

Details of permitted and restricted use of technology and devices, such as mobile phones are contained in the ICT Acceptable Use policies for Pupils and Workers. Mobile phones are not permitted in the Sandleford (Early Years) part of the school, and visitors using the school's networks only access a secure and dedicated part of the network.

Technological Safeguards

The school has appropriate safeguards in place that monitor and restrict access to websites and other inappropriate material when using the school's ICT systems and networks. Attempts to access such material are flagged up to the school's IT Manager and the Bursar.

Education and Training

Pupils receive age-appropriate education and guidance around the risks and benefits of the use of technology in their PSHE programme, including topics such as social media usage and sexting. Staff receive regular Child Protection and Safeguarding Training which includes responding to cyberbullying, and other peer on peer abuse that can take place using mobile phones or other technologies. Sessions are held for parents to offer support and age-appropriate advice on their child's use of technology.

Reporting Concerns

Any pupil, parent or member of staff can report cyberbullying concerns in the same way as any other bullying concern to the Form Tutor, Class Teacher, Head of School or Vice-Principal (including in their capacity as Designated Safeguarding Lead) as appropriate.

Management of Personal Data

The school holds and adheres to a full suite of Data Protection policies and data security is a priority within school.