



# Oratory R.C. Primary and Nursery School



**'Shine as to be a light to  
others'**

## Anti-Bullying Policy (including Cyber Bullying)

<b>Last Review Date of this Policy:</b>	<b>Date of this Policy:</b>	<b>Reviewed by:</b>	<b>Date to be ratified by FGB</b>	<b>Date for next review:</b>	<b>Date to be next ratified by FGB:</b>	<b>Review Frequency</b>
<b>October 2016</b>	<b>November 2018</b>	<ul style="list-style-type: none"> <li>Safeguarding, Health and Safety and Premises Committee</li> <li>Oratory Children through Mission Team</li> </ul>	<b>January 2019</b>	<b>November 2021</b>	<b>December 2021</b>	<b>Every 2-3 years or as required</b>
<b>How will Governors assure the Oratory community that this policy is being implemented:</b>		<ul style="list-style-type: none"> <li>Safeguarding Termly reports</li> <li>Pupil Conferencing</li> <li>Visits to the school</li> <li>Meeting with the school Mission Team</li> <li>External visitor reports</li> </ul>				

## **Mission Statement**

### **‘Shine as to be a light to others’**

**Blessed John Henry Newman**

#### **Our School’s Mission**

At the Oratory R.C. Primary and Nursery School every aspect of school life is founded on Gospel Values. Our choice of Mission Statement, “Shine as to be a light to others”, is inspired by the writing and teaching of the Blessed John Henry Newman, an advocate of personalised learning, and of Saint Philip Neri, who believed that “cheerfulness strengthens the heart and makes us persevere in a good life; therefore the servant of God ought always to be in good spirits.”

We are committed to providing a safe, nurturing and happy immersive learning environment, based upon the living tradition of the Church, drawing continually upon current educational research.

Our School prepares children to meet the opportunities and challenges of life in contemporary Britain and within a fast changing technological and globalised world through an innovative curriculum that is tailored to meet the needs of all.

A community of lifelong learners, our School and Governing Body work in close partnership with: our families, the Fathers and Brothers of the Oratory, our local parish, the local and wider community, and external consultants. We work together to enable all to fulfill their spiritual, academic, emotional and social potential. We are a team, and together we make a difference.

#### **Our School’s Vision**

Christ is at the centre of all we do.

Our School is a learning community for all: pupils, staff, governors, parents and carers, outside agencies, and the local and wider community.

Ours is a strong culture of unconditional support for one another’s learning, where all listen respectfully and welcome constructive criticism and challenge.

We offer a vibrant and exciting curriculum and learning experience, ensuring that all pupils, from whatever point they start on entering our School, make at least good progress.

We aim to help our children discover and develop their God-given talents and to encourage them to grow in responsibility for themselves and for others.

We believe that everyone has a right to equal access and opportunity, and equal freedom to work and learn, and freedom from unjust discrimination and from prejudice.

Our practices promote the right of all to participate in school life by actively promoting equality and social inclusion without distinction of culture, religion, language, ethnic background or race.

### **Our School's context and culture**

Our School mission is based on the belief that every human being is a unique person created in the image and likeness of God, with a God-given potential for growth and an eternal destiny in heaven. Our staff have a special vocation to make sure that all our children receive the very best educational experience in order to grow in the love and knowledge of God, their neighbour, themselves and the created world.<sup>1</sup> We see this as integral to our Catholic ethos.

As a school we work together to embed and sustain this ethos. The word "ethos" can be defined as: "a way of living, behaving and doing things by people who, though diverse, follow common values and are linked by a shared vision of life."<sup>5</sup> Our School's Catholic ethos promotes and helps to shape a strong set of values.

**This policy is written with regard to the DfE document: *Preventing and Tackling Bullying Advice for headteachers, staff and governing bodies, July 2017***

## Aims of the Policy

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

Thus we:

- Encourage all (children and adults) to treat others with respect in line with the school's mission statement, Gospel Values and school promises.
- Ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- Demonstrate that the school takes bullying seriously and that it will not be tolerated.
- Take measures to prevent all forms of bullying in the school and during off-site activities.
- Support everyone in actions to identify and protect those who might be bullied.
- To promote an environment where all children know they can trust and tell adults if they are being bullied or know about bullying.
- To ensure all staff are fully aware of procedures through this policy and regular training.
- To ensure that all staff are aware of their duty of care over those in their care and the need to be alert to signs of bullying.
- The school will ensure that all children will be taught about the anti-social nature of bullying and how to prevent it through the curriculum, school assemblies, theatre in education and enrichment programmes.

## WHAT IS BULLYING?

The DfE guidance document, *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017* defines bullying as:

***'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'.***

We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Bullying can occur through several types of anti-social behaviour that is persistent and intentional. It can be:

**PHYSICAL** – hitting, kicking, pushing, shoving

**VERBAL** - Name calling, teasing, spreading rumors, racist comments, remarks about a person's appearance or messages, including cyber –bullying.

**EXCLUSION** - A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.

**DAMAGE TO PROPERTY OR THEFT** -Children may have their property damaged or stolen. Physical threats may be used by the bully in order that the child hands over property to them.

**CYBER-BULLYING** (Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.)

Cyber-bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself. (See Appendix A)

## **Roles within Bullying**

We have identified different roles within bullying:

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

## **Sign and Symptoms of Bullying**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of the possible signs and that they should investigate if a child:

- is unwilling to go to school
- becomes withdrawn, anxious or lacking confidence
- starts stammering
- cries themselves to sleep at night, has nightmares or begins to bed wet.
- regularly feels ill in the morning
- begins to lose interest in school work
- has possessions go missing
- has unexplained cuts and bruises
- is frightened to say what is wrong
- is frightened of walking to or from school
- changes his / her usual routine.

All staff are trained to be aware of these possibilities and should promptly report any suspicions of bullying to our Home – School support worker, a Phase leader, Deputy Head or the Head Teacher.

## **THE ROLE OF THE GOVERNORS**

The governors will liaise with the Head Teacher over all anti-bullying strategies, and be made aware of individual cases where appropriate.

The Safeguarding Governor will liaise with the Head Teacher to oversee a programme of staff development, which will include child protection, safeguarding and anti-bullying strategies. Training will be provided for teachers, support staff and governors.

### **The Role of the Head Teacher**

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 has an opportunity to discuss strategies, review them regularly and discuss development / impact with the Strategic Leadership Team.
- Ensure that training is available to all and that school procedures are brought to the attention of stakeholders.
- With the Strategic Leadership Team and Home School Support, refer and liaise with inter agency working groups (if necessary) and determine how best to involve parents or carers in the solution of individual problems.
- Report to the Governing Body.

### **The Role of the Deputy Head Teacher**

The Deputy Head Teacher:

- Be responsible for day to day management of the policy and systems
- Ensure there are positive strategies and procedures in place to help the bullied and the bullies.
- Keep the Head Teacher informed of incidents
- Arrange relevant pupil training with the Head Teacher.

Phase Leaders (Strategic Leadership Team members) will:

- Be responsible for ensuring that the school's positive strategies are put into practice
- Know the school's procedure
- Deal with any incidents that are reported.

All staff and volunteers will:

- Know and follow correct policy / procedures
- Keep records using the form 'Investigation into Suspected Bullying'
- 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 potential 'hot spots'.

## **THE ROLE OF ALL STAFF**

### Dealing with incidents

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the member of staff approached.
- If a racial element to the bullying is suspected the Head Teacher or Deputy Head MUST be informed immediately.
- The member of staff informed will record the details of the incident on the 'Investigation into Suspected Bullying' form and inform the relevant senior staff.
- A senior member of staff talks to the suspected victim, the child suspected of bullying and any witnesses. All information is recorded.
- An appropriate strategy and plan of action to combat the bullying will be decided upon.
- Implementation of the strategy will be overseen by the Head Teacher / Deputy Head.
- Parents / carers are informed by the relevant staff.
- Help, support and counselling will be given as is appropriate to both the victims and children who bully
- Any sanctions are determined by the Head Teacher

In any incident of bullying, staff are aware of the following principles:

1. Children who experience bullying must be heard.
2. People react differently to bullying and it can be difficult to establish if someone is hurt or upset.
3. If children are upset they are ALWAYS encouraged to talk to a member of staff
4. Children are NEVER to take the law into their own hands – physical aggression is never acceptable.
5. Any problem will be sorted out calmly.
6. Serious incidents are referred to the Head Teacher immediately and in the absence of the Head Teacher, the Deputy Head or a member of the Strategic Leadership Team.
7. Parents and carers will be requested to come and discuss matters.
8. All incidents are recorded.
9. Children are always told to SPEAK OUT and report any incidents of suspected bullying.

## **CONSEQUENCES**

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

1. Writing a letter of apology.
2. Removal from the group (in class).
3. Withdrawal of break and lunchtime privileges.
4. Weekly Behaviour Chart / weekly meetings with parent / carer
5. Individual Behaviour Plan
6. Withholding participation in a school trip, class activity, non-uniform days or sports event.
7. Fixed term or permanent exclusion from school depending on length, type and severity of bullying. Any exclusion for even a short period is discussed and agreed by the Chairman of Governors and the Head.

We may do work with a group or a class to encourage children to make better choices and to think of others' feelings.

The school recognises that some children will need additional support from external agencies to assist in their understanding of the impact of their actions upon others.

## **INVOLVING PARENTS AND CARERS**

- Parents and carers as well as 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 policy and procedure through the fortnightly newsletter, group call and the website.
- Parents and carers of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.
- Through the website and newsletter we inform parents/carers about safer internet use, the prevention and management of cyber-bullying and the need to monitor and manage their children's use of the net.

## **INVOLVING THE CHILDREN**

- Key Stage 2 children train as playground friends to support others at playtime and lunchtime.
- Gospel values in each classroom – how do they show / live this value at school. Unpicked in class, collective worship, the curriculum and assemblies.
- Children follow the mission 'Shine as to be light to others' and can explain at any given time how they do this through their words, actions and deeds.
- Curriculum – how to cope with bullying – STOP, WALK, TALK
- Annual participation in Anti-Bullying Month (November) and Theatre in Education productions.
- Through the website and newsletter inform the about safe internet use, the dangers of cyber bullying and preventative measures.

## **Reporting and Recording**

1. All incidents must be reported and recorded in full on the correct proforma.
2. 'Investigation into Suspected Bullying' Forms – kept in staffroom.
3. The names of pupils, staff and parents / carers involved to be written in full. All forms to be dated.
4. The form will be kept in the Pastoral Care file in the Head Teacher's office.
5. Incidents are recorded in the termly Safeguarding Report to the Safeguarding, Health and Safety and Premises Committee and to the Governing Board.

Approved by Governing Body.....

Date.....

Signed.....  
(Chairman of Governor)

**APPENDIX A**

**CYBERBULLYING**

***‘Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself’.***

Source: Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

## **Types of Cyber Bullying**

These are the 7 identified categories of cyber-bullying:

- Text messaging bullying
- Picture / video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

## **School Policy on Cyber-bullying**

No mobile phones are allowed in school. However the school recognises that many of the pupils in Y5 / 6 have access to mobile phones outside school and to that end:

- The school works with outside agencies (Community Police, Youth Offending Team, Birmingham Health Education Service) to develop its curriculum to ensure high quality learning about the safer use of the internet and mobile phones.
- Staff have a duty to make sure they are familiar with their role in dealing with cyber-bullying.
- We advise that victims should keep emails and texts as evidence for tracing and possible police action – but never respond to them.
- The school has an acceptable code of conduct for internet use and access is screened by a variety of blocks which are updated regularly (refer to Safe Internet Policy).
- Parents, carers and pupils are asked to sign the school’s E-safety Rules (See Appendix B) on an annual basis during Learning Together Day.
- Teachers teach safer internet use and apply the THINK THEN CLICK rules. (See Appendix C)

The DfE gives schools the following guidance:

*‘The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone’.*

At the Oratory we believe that parental / carer support and understanding in safe use of the internet is an essential component in managing cyber-bullying. The use of the web is an essential part of modern life and the young are pioneers. They use technology in a very different way.

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

Website links to support children, parents and carers can be found on the school website [www.oratory.bham.sch.uk](http://www.oratory.bham.sch.uk) under the sub –heading pink tab: Online Safety.

## **APPENDIX B**

**E-Safety Rules** – signed and understood by parents and carers  
(Currently under review Nov 18)

## **APPENDIX C**

**THINK THEN CLICK!** (Currently under review as part of Anti Bullying Month – Nov 18)

## **APPENDIX D**

**Anti-Bullying Guide by Oratory Children for Oratory Children!** (Currently under review as part of Anti Bullying Month– Nov 18)