



ST. ANTHONY'S SCHOOL  
FOR BOYS

# Anti-bullying Policy

**Policy reviewed by** CA

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**Reviewer's Signature:** CA

**Head Teacher's Signature:** RPB

**Circulation:** This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to St. Anthony's School for Boys; 'parents' refers to parents, guardians and carers.

# Anti-bullying Policy

At St Anthony's School, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop to his full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed; but orderly atmosphere. All pupils should care for and support each other.

St Anthony's School prides itself on its culture of respect and mutual tolerance. Ours is a diverse community, with pupils from a variety of cultural and religious backgrounds. Some pupils require additional support and help. We are acutely aware that SENDA pupils, as well as pupils and staff who identify themselves as being Lesbian, Gay, Bisexual or Transgender (LGBTQ+) are particularly vulnerable to bullying. All staff receive specific Anti-bullying training.

Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. We implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions, such as exclusion, may be necessary in cases of severe and persistent bullying). If it is felt that a child has experienced or is at risk of significant harm, child protection procedures, as outlined in our Safeguarding Policy, will be followed.

We involve parents in making sure that pupils know how to deal with bullying if it occurs and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

## DEFINITION OF BULLYING

Bullying may be defined as the systematic, one sided hurting, harming or humiliation of another person. It can take the form of racial, religious, cultural, sexual, sexist, gender-based, homophobic or SENDA/disability related bullying. It can also be due to a child's personal circumstances, for example, if they are adopted or they are a carer. It could involve physical intimidation (including sexual violence and harassment), verbal, cyber (including chat room, email, photos and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to

tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidating.

Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and, in extreme cases, even suicide. Harassment and threatening behaviour are criminal offences. We always treat bullying very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

The school recognises that bullying can be discriminatory and seeks to advance equality of opportunity and to foster good relations between pupils who share a protected characteristic and those who do not. Discriminatory bullying will never be tolerated and will be dealt with in accordance with this policy. Levels of discriminatory bullying will be monitored by the school to ensure it can be prevented and tackled in an informed way. Further guidance on discriminatory bullying can be found in the 'Further sources of information' guidance in the DfE's anti-bullying guidance <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and in The Equality and Human Rights Commissions "[Tips for tackling discriminatory bullying](#)".

## SIGNS OF BULLYING

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

- 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 spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the Sick Room with symptoms such as stomach pains, headaches
- 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, 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.

## PREVENTATIVE MEASURES

We take the following preventative measures:

- We use appropriate assemblies to explain the school policy on bullying. Our PSHEE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to reinforce the message about community involvement and taking care of each other, e.g. in Years 1-6, pupils follow a comprehensive PSHEE - *Jigsaw programme* - which include the topic of 'Relationships'. It specifically tells pupils whom they should inform if they are being bullied, or are worried that another pupil is being bullied.
- Other lessons, particularly RE, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of the teaching staff, Head of Senior House Pastoral and or Academic, or Head of Junior House at once if they know that bullying is taking place. Additionally, a pupil survey is carried out at regular intervals in the Senior House. Form teachers ensure appropriate opportunities for boys' concerns to be raised in confidence.
- All reported incidents are recorded and investigated. We always monitor reported incidents.
- We have a strong and experienced pastoral team of Form Tutors and Co-Tutors, who support the Heads of the Senior House and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- The School Chaplain may give support and guidance to pupils of all faiths who are able to refer themselves to him, perhaps at a time of family break-up, sickness or bereavement. The Chaplain may provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- Staff are on duty before lessons begin and patrol the school site, particularly areas where bullying might occur. Staff are also on duty during break times and lunch times. They are alert to any inappropriate language or behaviour.
- In the Senior House, displays offer advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline.
- Initiation ceremonies have never been part of the school's traditions and will not be tolerated.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- For further information please refer to the DfE guidance at [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## CYBERBULLYING – DEFINITION

Mr Bill Belsey, the creator of the web site: <http://www.billbelsey.com> defined this unpleasant phenomenon in the following terms:

*“Cyberbullying involves 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.”*

Cyberbullying can involve social networking sites and apps, like Facebook, Whatsapp, Snapchat and Twitter, instant messaging services and most widespread recently: gaming platforms.

## CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures described above, St. Anthony’s School:

- Has clearly defined roles and responsibilities for online safety as part of the school’s wider safeguarding strategy (see Safeguarding and E-Safety policies).
- Implements clear guidance on the use of technology in the classroom and beyond for all users, including staff, pupils and visitors that reference permissions/restrictions and agreed sanctions.
- Has developed robust procedures to safeguard against the misuse of internet content. Monitoring and filtering is carried out by the DSLs, which would alert the school to any safeguarding issues of this nature;
- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils’ use. Access to the internet in Junior House classrooms is always supervised.
- May impose sanctions for the misuse, or attempted misuse of the internet on school premises.
- Does not permitted to use email at school therefore access to sites such as Hotmail is not allowed.
- Offers some guidance on the safe use of social networking sites and cyber-bullying in PSHEE and ICT lessons, which covers blocking and removing contacts from “friend” lists.
- Reinforces expectations that apps like Facebook, Whatsapp, Instagram and Snapchat have an age limit of at least 13 years old, and by signing up to them, children are breaking the law.
- Offers some guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Does not permit the use of mobile phones in classrooms, public areas of the school, or where they may cause annoyance to others. Mobile phones are handed in to the school secretary at the beginning of the day and returned at the end of the day.
- Does not permit the use of cameras on mobile phones anywhere on the school premises.
- Educates and communicates with parents/carers on online safety, including providing cyber-safety workshops;

Further details, including St Anthony's School's charter on the use of the internet, are given in our Policy on Pupils' use of ICT and Electronic devices.

## PROCEDURES FOR DEALING WITH REPORTED BULLYING and/or ABUSE

If any member of the school community becomes aware that bullying is taking place, they should report it to a teacher. If we all accept that it is the right of everyone to be free from bullying at school, then it is our responsibility to take action if we are aware that bullying is occurring. This applies to all pupils, members of staff and victims of bullying.

When a teacher becomes aware of bullying they should:

1. **Listen to a description of the problem**

It is very important that pupils feel able to discuss bullying without fear of retribution. Teachers need to consult carefully with pupils so that support can be provided without escalating the problem. It is important to discuss the various courses of action and the possible consequences so that an agreement is reached between child, teacher and parents. This is very important as bullying often goes unreported because the victim fears that intervention will only make the problem worse. **Clearly if there are fears for a pupil's safety a teacher must take whatever action is necessary to safeguard the pupil.** If a pupil is unwilling to agree to direct action by a teacher there may be alternative ways to tackle the problem.

2. **Investigate the bullying.** It may be appropriate to do this directly or by indirect means.

You may usefully do some or all of the following as appropriate:

- **Offer advice** to help the victim deal more effectively with the situation. It will be made clear to him why revenge is inappropriate. He will be offered support to develop a strategy to help him.
- **Offer to intervene** but only with the agreement of the victim.
- **Agree a course of action** with the victim.

3. **Monitor and record** the situation. Even if it is felt that the problem has been resolved, there are often recurrences of bullying. Both the Junior House and Senior House maintain a discreet log of bullying incidents; these are reviewed regularly and appropriate pastoral steps taken. Pastoral briefings are also held every week in the Senior House to make the staff aware.

4. If a teacher has any concerns, the problem should be referred to a member of the pastoral team (Heads of Senior or Junior Houses or in serious cases, Headmaster).

In very serious and persistent cases, and only after the Headmaster has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of St. Anthony's School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

It is usually necessary to communicate with parents. They may be aware of relevant information and be able to help with effective strategies for their child. They will be reassured that the school is taking steps to prevent bullying.

If allegations of bullying are proved, the bully will be dealt with in accordance with the school's Behaviour Policy.

It is important to help a child to recognise and to stop their bullying behaviour. It will be made clear why his behaviour was inappropriate and caused distress. He will be offered guidance on modifying his behaviour, together with any appropriate disciplinary sanctions. Bullying behaviour is often symptomatic of a child who is unhappy or feels inadequate but it may also be a lack of empathy or social judgement on the part of the bully.

#### Strategies adopted by the school to create an anti-bullying ethos.

- The ethos of the school, reflected in Mass, assemblies and RE lessons.
- Encouraging pupils who are aware of bullying to speak out.
- Encouraging pupils to feel a sense of responsibility for each other, reinforced in assemblies, form tutor periods, RE lessons and by the pastoral care of the form teachers. Encouraging a willingness to talk about problems. Pupils need to feel that their concerns will be taken seriously and dealt with sensitively – see preventative measures above.
- Communication with parents where difficulties arise. Encouraging parents to communicate concerns to the school.
- The example of teachers, in their dealings with pupils in and out of the classroom. A willingness to listen to problems and make an appropriate response.

#### Strategies for pupils who are being bullied.

Pupils should seek to assert themselves by:

- asking for the bullying to stop
- telling the perpetrator to stop the bullying behaviour
- seeking help from a member of staff

Staff can be alerted to a problem by:

- the pupils speaking directly to them
- pupils putting a note in the "problems box"
- pupils recording difficulties on the wellbeing survey
- pupils asking a parent or another trusted pupil to tell a member of staff
- parents communicating incidences of bullying that they have become aware of

The school works hard to create an open atmosphere in which students are able to speak out without fear and to seek justice for themselves and others. Any pupil who feels unhappy or threatened should not regard it as a private or personal problem but should seek support and help in one of the ways described above.

## EYFS

At the beginning of the year boys in Reception discuss the St Anthony's Code of Conduct. The key points stressed in Reception are:

- Always be polite and kind to everyone
- Always try your hardest
- Listen carefully
- Do something to make someone smile!