

ANTI-BULLYING POLICY



Date of Review: July 2020

Date of Next Review: July 2022

ANTI-BULLYING POLICY

School Mission Statement

St Angela's school is part of the Ursuline tradition which has as its hallmark the pursuit of the highest standards possible in education. Through our curriculum and community life we seek to meet the needs of the whole person and to enable all to achieve their full potential. We offer to all the challenge of building up and living in a Catholic Christian community in which all members are equally valued. We share with St Angela a commitment to the service of young people which will empower them to play their full part in society.

In the light of this we aim to:

- Recognise and respond sensitively to the talent and needs of every student and provide the most appropriate means of developing their full potential;
- Ensure that equality of opportunity is available to all;
- Welcome, value and respect all who come to school;
- Provide opportunities for experiencing the fullness of catholic life while developing a spirit of tolerance, understanding and respect for other cultures , traditions and faiths;
- Build a community based on justice and a sense of personal responsibility while acknowledging the power of healing reconciliation and forgiveness;
- Promote dialogue and cooperation within the wider community;

Our Mission statement makes clear the entitlement of all in the school to be equally valued and respected and the responsibility of all to show understanding and respect for others. In the light of this, bullying in any form has no place in St Angela's school and will not be tolerated.

We are a zero tolerance school - all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell staff.

This policy is part of a suite of safeguarding policies and links to our Behaviour and Child Protection policies.

General introduction

It is very important to be clear about what is, and is not, bullying. There are many definitions and perceptions of bullying, but all recognise that bullying is sustained and takes place where there is an imbalance of power. Bullying is a form of Peer on Peer abuse.

What is Bullying? The Anti-Bullying Alliance definition of bullying is ' the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'.

We build on this definition further and consider bullying to be the **repeated intimidation** of others by the real or threatened infliction of physical, verbal, written,online, or emotional abuse, or through attacks on the property of another.

Eg;

- Name calling
- Race/Ethnic/ Religion/ Gender/Sexuality/ SEND-based put-downs or threats
- Taunting
- Mocking
- Making offensive comments in writing or verbally
- Invading personal space
- Theft
- Extorting money or possessions
- Inappropriate messages on social media / online
- Offensive graffiti
- Gossiping
- Excluding or isolating people from a group
- Spreading hurtful / untruthful rumours
- Making indirect remarks or statements about a person
- Inappropriate and silently intimidating stares

Our student friendly definition for bullying, based on the work of our Anti-bullying Alliance is :

A bully is a person who makes life unpleasant for other people by calling them names, saying nasty things about them, ignoring or even hitting them. *It is usually intentional* i.e the bully knows what s/he is doing.

Bullying is when people are threatened *over and over again*. They may actually get *hurt* or feel they are going to get hurt, we call this being threatened. Bullying happens in different ways, *verbally, physically, emotionally or electronically* (usually by text message or social networking sites).Bullying may include name-calling or other verbal abuse and can also include excluding people from a social group .

Remember: a bully can only win if the person they are bullying thinks they cannot do anything about it.

Responsibilities :

Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff .

This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, in the community or online

The wider search powers included in the Education Act 2011 and the [Department of Education advice on Searching, Screening and Confiscation 2018](#) give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Whilst students are not banned from bringing mobile devices into school, under no circumstances will the school tolerate the disruption of teaching and learning, good behaviour or social order by the use of mobile devices, therefore it is vital that parents monitor their children's use of such devices. Please refer to our mobile device policy for further details.

Keeping Children Safe in Education states that bullying is a form of **Peer on Peer abuse** and severe cases of bullying (including cyberbullying) can be classed as emotional abuse. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is 'suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will follow the procedure as set out in the Child Protection Policy and inform the Designated Safeguarding lead / deputy Safeguarding lead. Due to the current COVID 19 school staff must also refer to the Coronavirus (COVID 19) policy addendum and the [COVID19 safeguarding in schools guidance](#) . For more information on Peer on Peer abuse please refer to our Child protection policy and [KCSIE](#)

Criminal Law:

Some forms of bullying are illegal and should be reported to the police. These include violence or assault; theft; repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages; hate crime. Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Where we feel an offence has been committed we will consult our school Police Liaison officer for support. It is important to remember that in the eyes of the law the age of criminal responsibility is just 10 years old.

The aims and objectives of St Angela's school in relation to bullying are :

For the whole school community :

- The whole school community is clear about the anti-bullying stance the school takes
- Students, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school (PSHE through Rise Up days, the Ursuline

Student Profile, Antibullying Alliance events, and the catholic ethos of our school in line with our mission statement);

- Every chance is taken to celebrate the success of anti-bullying work through our Anti-bullying Alliance events and other student bodies
- All students are clear about the roles they can take in preventing bullying, including the role of bystanders and lookers-on
- There is a clear strategy of communication between teachers, students and parents/ carers to ensure all incidence of ‘perceived’ bullying can be communicated and investigated at the earliest opportunity

For the governing body

- We develop whole school policies which met the law and school inspection requirements
- We promote a school climate where bullying and violence are not tolerated and cannot flourish
- We continually seek to develop best practice based on knowledge of what works
- We review the school’s anti-bullying policy every two years, and update where necessary
- Curriculum opportunities are used to address bullying so all students have access to the information around the issues relating to bullying.
- Student support systems are in place to prevent and respond to bullying
- All staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships
- We work in partnership with parents/carers, teachers and others in the community to promote safety and feeling secure

For those students who may be experiencing bullying (including homophobic bullying and cyber-bullying)

- You will be heard – *do not be afraid to tell someone. It is not something you should be ashamed of but it will continue if not reported.*
- You know how to report bullying and get help - *let any teacher know or ask someone at home to contact the school*

- You are confident in the school's ability to deal with bullying
- Steps are taken to help you feel safe again - we will let you know what we will do and when
- You understand that we will take things at a pace that you are comfortable with
- You are helped to regain confidence and resilience
- You know that you can get support from others - peers, teachers, learning mentors, school counsellor etc.

For students who engage in bullying behaviour:

- You are brought to account for your behaviour
- You are helped to face up to the harm that you have caused
- You will have sanctions imposed upon you
- You will learn to behave in ways which do not cause harm in future, because you have developed your emotional skills and knowledge
- You will be expected to take steps to help repair the harm you have caused

For parents/ carers:

- You are clear that the school does not tolerate bullying
- You are aware of procedures to use if you are concerned your child is being bullied or does not feel safe to learn
- You are confident that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school will deal with bullying in a way which protects your child
- You are clear about ways in which you can support the school in making sure its anti-bullying policy or procedures are effective.

When and if you have a concern that your child is being bullied you should contact your child's Head of Year in the first instance . If unavailable you should contact the Deputy Head- Behaviour and Welfare to raise your concern. Having done so the school will investigate the matter, take action (if necessary) and report back to the parent/ carer who raised the concern.

- You must give the school adequate time to investigate and take action.

- Under no circumstances should parents/carers take action against other students of the school

If unhappy with the actions of the school you may raise a complaint as set out in the School's Complaint Policy which is available on the school website.

In dealing with bullying we aim to:

- Eliminate the bullying itself.
- Support and empower the victim by resolving the problem and by building up her/his self-esteem and where appropriate developing strategies to avoid bullying.
- Bring the perpetrator to reflect and realise the unacceptability of her/ his behaviour and the consequences should it continue.
- Investigate the cause of the bullying behaviour and where appropriate work with her/ him to modify her/ his behaviour.
- Reconcile the perpetrator and the victim, at the appropriate time for BOTH parties

The school's response to bullying is achieved in various ways:

Research indicates that the top three strategies for preventing bullying are (in order of priority)

1. Clear rules about bullying and what will happen if you bully
2. An adult you can talk to if you're worried about bullying
3. An anti-bullying policy that makes it clear what bullying is and how it will be stopped

Followed by:

4. Parents and carers knowing how to stop bullying
5. Another student you can talk to if you're worried about bullying
6. Classroom lessons about bullying

The school addresses bullying as follows:

We aim to create a holistically progressive and religiously impacting environment for our students from all backgrounds. We aim to ensure that every student during their challenging transition from childhood to young adulthood is given the opportunity to develop their full social and academic capability, without prejudice or being inflicted by others; Through our faith and the Ursuline teaching we aim to lead our students to grow morally as individuals, aware of how actions impact on others and positive ways of communication and managing relationships.

We believe in a proactive ongoing approach to educate students and parents/carers about bullying and the impact it can have in the future for both the target and the aggressor in terms of forming positive and healthy relationships with others.

Our pastoral team liaises with our feeder primary schools to ensure that we can support students from year 6 into year 7 pastorally and to be aware of any peer issues they may have experienced.

As part of our year 7 induction programme we run 'Friendship Club' and also 'Circle of friends' group when appropriate .

New students are given a students' handbook on arrival which includes what to do if a student feels s/he is being bullied and this is discussed as part of induction. This information is repeated in their planners (page 17) and explained in detail by their form tutors/ Heads of House during induction week. New student's parents/carers have the responsibility of engaging with this policy.

Mid-phase transfer students in the main school are allocated a learning mentor to help them settle in and feel secure.

At St Angela's we have a number of student bodies taking on the role of the Anti-Bullying Alliance and is made up of representatives from Years 7-13. This group works in conjunction with the HOYs in supporting form tutors to raise awareness of positive relationships and conversely of bullying and how to deal with bullying, through building an ethos of positivity, healthy relationships and well being.

Whole School and Year Group Assemblies are delivered by the anti-bullying alliance and student voice to highlight the issue. These assemblies focus on:

- clarifying and defining what is and is not bullying, raising awareness of the difference between disputes, endings of friendships and bullying behaviour.
- encouraging zero tolerance of bullying behaviour, encouraging a sense of social responsibility and the courage to speak out when necessary, and ensuring students know what they can do if they or someone else is being bullied .

Rise Up Days are used to discuss further what is and is not bullying, and what students feel could or should be done. Work and ideas emanating from these lessons are fed into the system to inform and add to the strategies already being used.

Form tutors are trained in exploring what makes a healthy relationship to ensure that issues of bullying or peer issues that could develop into bullying can be properly aired and addressed within the lessons.

The school uses ISP (Internet Services Provider) filtering system so that students are protected from websites that may not be suitable for them.

We have an established **peer mentoring system** with a team of trained students available to support students who are experiencing a range of problems including bullying. Students can request a meeting with a Peer Mentor via a box in the TLC (the request slips are on page 221 of planner). Peer mentors are trained in dealing with child protection concerns and confidentiality and will then take concerns to the Safeguarding Team.

Students can also be referred to a **Learning Mentor** by their tutor or HOY who support more serious personal or social difficulties.

There are provisions for referral to **Therapeutic intervention**; the school counselors and the Newham NHS Child and Family Counselling Service. The **restorative justice system** with specially trained staff provides yet another possible preventative intervention to a developing problem or a response as part of a reconciliation strategy, this is to allow the participants to take responsibility for their actions , agree to change them and thus reducing the risk of recurrence and further need for disciplinary sanctions.

Training is run for teaching and non-teaching staff on the causes of bullying, the various forms of bullying, how to be watchful, and how to deal with bullying.

The school's response to bullying as an issue is also publicised via:

A dedicated anti-bullying noticeboard, which raises awareness of the issue and information on ways of seeking help.

The School Bullying Intervention Charter is in the school planner in addition to the Students' Charter which outlines general expectations.

Induction evenings for parents of students in year 7, 10 and 12 are held which include information on our policy and procedures around keeping children safe. Awareness is also raised regarding responsible use of social media and the internet. The information provided changes with new developments and is pertinent to the needs and possible risks students could be exposed to.

Each year the school joins other schools nationally to take part in Anti-Bullying week in November to showcase our anti- bullying work by promoting positive relationships, this is shared in our newsletters and on our website.

Record keeping

Incidents of bullying are recorded and kept centrally on the school's behavior monitoring system 'SIMS' and are maintained by the pastoral leaders in the school (HOYS) to enable us to manage individual cases effectively

- Monitor and evaluate effectiveness of strategies
- Celebrate the anti-bullying work of the school
- Demonstrate defensible decision making in the event of a complaint being made
- Engage and inform multi-agency teams as appropriate .

The following data is collected and used

1. Date and type of incident
2. First point of contact in school
3. How the information was received
4. Initial and subsequent action taken
5. Outcome
6. Record of meetings held
7. Related exclusion data
8. Transfer and admissions data , specifically requests for transfer due to bullying or harassment

9. Parental complaints to school regarding bullying; incidents which require investigation to determine their nature. Incidents found to be bullying are recorded in SIMS. A formal warning for bullying is also kept as a formal document on the student's file.

All reported incidents are investigated and students' statements are taken. These are kept in a separate reference file to enable patterns to be identified.

Students who feel they are being bullied are provided with log books/journals and asked to keep a detailed record of incidents which they can use to inform a trusted adult of what has happened (HOY/Learning mentor / parent).

Sanctions

The varying nature and varying degrees of bullying require a range of responses and a range of sanctions.

Anyone who bullies will be seen and spoken to about this by their HOY.

In appropriate cases (and particularly, though not exclusively, where the perpetrators do not attend the school and the bullying occurs elsewhere) the police liaison officer is involved, to advise the victim on what steps can be taken. Where the perpetrator is part of the school she/he would stress the seriousness of the matter and the possible consequences if it were to continue.

Many reported bullying incidents upon thorough investigation transpire to be peer disputes. In such cases an informal warning from a Head of Year may be sufficient. This would be noted on the student's file. This is the school acting to prevent the potential for the situation to escalate into bullying.

In more serious cases of peer disputes and / or bullying, a formal warning will be issued. This will be recorded on a formal warning form and a letter will be sent home informing parents.

Three such formal warnings for anti-social behaviour (which may be bullying, fighting or racist remarks) can lead to a fixed period exclusion.

A fixed period exclusion might also be given even if there have not been previously recorded warnings if the seriousness of the bullying warranted it.

As a last resort, or in extremely serious cases, permanent exclusion would be considered. Assistants / bystanders / reinforcers will be treated in the same way as the aggressor / bully her/himself as this choice of behavior is not in keeping with our Catholic ethos (see appendix A).

Support for staff who are bullied - It is important that as a school we take measures to prevent and tackle bullying among pupils and it is equally important to make it clear that the bullying of staff, whether by pupils, parents or colleagues, is unacceptable and will be referred to the Head teacher.

Appendix A – bullying information for students and parents

1. Are there different types of bullying?

Yes there are different kinds of bullying, all designed to hurt someone else. Students are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race/ethnicity: e.g. because s/he is Indian or African or is a Traveller
- Bullying related to religion: because s/he is Muslim or Catholic
- Bullying related to disability: because s/he has a stammer
- Bullying related to physical appearance or health: because s/he is fat or smells or looks better than I do
- Bullying related to sexual orientation: because s/he is a lesbian/ gay/ bisexual/transsexual.
- Bullying related to circumstance: because s/he is poor or has to look after a family member.
- Bullying related to no reason other than: I just don't like her/him, I don't like her/his friends, I don't like what s/he wears
- *Bullying related to jealousy*
- *Bullying related to someone's demeanour*

2. Spot the bully: what does a typical bully look like and what role do I play?

Unfortunately the bully does not conform to any particular preconceived image. S/he does not stand out from everyone else. S/he might be aggressive one day and all sweetness and light the next. She can be unkind to one person and nice to the same person in a different situation. Different roles have been identified:

- The **ring-leader**: s/he directs her bullying through her social power and through her group. Do you know any ring-leaders?
- The **assistant**: s/he will actively join in the bullying, and is sometimes directed to take the lead because s/he is afraid of the ring-leader. Do you know any assistants?
- The **reinforcer**: s/he will give feedback to the bully, and encourage her, perhaps by smiling or laughing. Do you know any reinforcers?
- The **outsider** or **bystander**: /he will stay back or stay silent and thereby appear to condone or collude with the bullying. Do you know any outsiders or bystanders?
- The **defender**: s/he will try to intervene and stop the bullying or comfort students who experience bullying. Do you know any defenders?

Sometimes a bully can play more than one role at a time! A bullied student might be bullying someone else at the same time, or a 'reinforcer' might become a 'defender' when the ring-leader is not around or the 'ring-leader' can sometimes play the role of the 'defender' when it suits her.

Ask yourself , what role do you play?

3. Why does someone bully someone else in the first place?

A person will bully another girl for a variety of reasons; here are just some reasons:

- S/he wants to have a sense of control over someone who is weaker than her/himself
- S/he wants to make herself look big and powerful in front of her/his friends
- S/he herself has been bullied and bullying someone else just seems the right thing to do
- S/he is trying to hide her own weaknesses and bullying someone is a kind of compensation
- S/he has learned not to have respect for herself so bullying is almost a natural thing to do
- S/he is just a nasty selfish person who cannot stand anyone being better than or different to herself

4. What do we know about those who are being bullied?

- S/he may be reluctant to report it because s/he fears further hurt
- S/he may be reluctant to report it because s/he feels nothing can be done
- S/he may be reluctant to report it because they may feel that it is her/his own fault
- S/he may have learning difficulties and is unable to communicate what is taking place
- S/he may be reluctant to report it because what the bully is saying is true and s/he wants as few people as possible to know about it
- S/he will often end up bullying someone else later on

Everyone is an individual, so they will react in different ways - which may not be shown above. Any response from the victim is valid and should be explored.

5. Cyberbullying

Motivation for bullying

- Bullying is often deliberate and aggressive but it can also be unintentional and the result of 'not thinking'. Some things intended as a 'joke' are not seen as such by the person being bullied. Once an image has been sent, the sender loses control of it thereafter.
- Our Acceptable Use Charter is set out clearly at interview and all students and parents are aware of what is / is not appropriate in this respect.
- Unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

A definition of Cyberbullying is 'using new and emerging technologies to upset someone else in a deliberate way'.

The bully now has another route to harass someone else but it also does the following:

- The cyber bully now invades the home
- S/he invades personal space
- S/he now has a captive audience as big as s/he wants
- S/he still thinks she can remain anonymous

Cyberbullying can take different forms:

- Threats and intimidation
- Harassment or 'cyber stalking' – sending unwanted texts or instant messages
- Vilification or defamation (material published that damages the reputation of an individual or an organisation, including internet material)
- Exclusion or peer rejection
- Impersonation
- Unauthorised (and illegal) publication of private information or images

Cyber bullying affects adults as well as young people, it is deliberate and aggressive and is a feature of many people's lives.

How does cyberbullying differ from other forms of bullying?

- The scale and scope of cyber bullying can be greater than other forms of bullying
- The people involved may have a different profile to traditional bullies and their targets
- It can take place at any time with the person being bullied feeling there is no place left to hide
- Victims can be reached in their own home or bedroom
- The person being bullied may not always know who is bullying them

6. What does the law say about cyber-bullying?

Whilst bullying per se is not a specific criminal offence in the UK, there are criminal laws that can apply in terms of harassment or threatening behaviour, including threatening and menacing communications.

Some cyber-bullying activities could be criminal offences under a range of different laws including: the Protection From Harassment Act 1997; the Malicious Communications Act 1988; Section 127 of the Communications Act 2003; Public Order Act 1986; Obscene Publications Act 1959; Computer Misuse Act 1990; Crime and Disorder Act 1998;

The age of criminal responsibility in the UK starts at 10.

7. The Technology and how it works

- Mobile phones: easy to circulate content
- Whats App/ snap chat : allows chatting in 'real time'; some of these can hold hundreds of 'contacts' or 'buddies'. Bullies can use these to send nasty messages and 'hack' into accounts.
- Chat rooms and Message Boards: populated by anyone, messages can be sent without the target knowing who they are from; groups may ostracise and ignore other individuals.
- Email: bullying messages/images can be sent repeatedly and can be forwarded on to others.
- Webcams: young people may be persuaded to do something 'on camera' which later may be used to threaten or harm them.

- Social network sites: nasty comments may be posted; people may use their own sites to spread rumours or post nasty images; fake profiles are common and these might be used to pretend to be someone else in order to bully them.
- Video-hosting sites: (e.g. YouTube): staff and students have been victim to content posted up on such sites
- Virtual learning environments (VLEs): e.g. Google classroom which allows staff to set work, tests and activities and track students' progress. Users are tracked but the platform can be misused for posting inappropriate messages or images. Hacking can provide a range of opportunities for the cyber bully, including sending nasty messages from someone's account and deleting homework. Students must keep their passwords private to avoid this form of abuse.

Key Advice to young people on cyber-bullying

Being sent an abusive or threatening text message or seeing nasty comments about you on a website can be really upsetting. Below are **seven important tips to protect yourself and your friends** from getting caught up in cyber-bullying and advice on how to report it when it does happen. See also our **Acceptable Use Charter** which was drawn up by the students of the school and explained at all admission interviews.

- **Always respect others**

When you send a message to someone you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully, and even be accused of cyber-bullying yourself. You could also be breaking the law.

- **Think before you send**

It is important to think before you send any images or text about yourself or someone else by email or phone or before you post information on a website. Remember that what you send can be made very public very quickly and could stay online forever. Do you want your teacher or future employer to see that photo? Remember potential employers will now routinely scan your name on Facebook and other sites to see what emerges about you. The consequences can be life changing.

- **Treat your password like your toothbrush**

Never share your password with anyone, including friends and family. It is a good idea to change it on a regular basis. Choosing hard to guess passwords with numbers or symbols will help stop people hacking into your account and pretending to be you.

If you make the mistake of sharing your password and your account is used to bully someone - you may be sanctioned.

- **Block the bully**
Most responsible websites and services providers allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason.
Do not retaliate or reply
Replying to bullying messages, particularly in anger, is just what the bully wants!
- **Save the evidence**
Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening, and can be used the school, or the ISP or mobile phone company, or even the police, to investigate the bullying.
- **Make sure you tell**
You have a right not to be harassed and bullied on line:
Call a helpline like ChildLine on 0800 1111 in confidence (there are further sources of help and guidance in appendix F).

Remember that many potential employers now routinely search social media sites for your name, what they find might change your life chances.

Key advice to parents/ carers on cyber-bullying

When a child is the target of cyber-bullying – bullying via mobile phone or the internet – they can feel alone and very misunderstood. It is therefore vital that as a parent you know how to support her if she is caught up in cyber bullying.

- **Prevent cyber-bullying**
Prevent it happening in the first place. Your child may as likely cyber bully as be a target of cyber bullying and sometimes children get caught up in it without thinking of the consequences.
Talk with your children about how they use the internet and mobile phones. Learn how to use safety features on the internet – learning how to use them can prevent unwanted contact.
If she uses a social networking site ensure her profile is set to ‘private’.
- **Respond to cyber-bullying**
Familiarise yourself and your child with the seven steps above and The Acceptable Use Charter, including advice on not replying or retaliating as well as not assisting the cyber-bully by forwarding a message, even as a joke.
Keep copies of offending messages or online conversations.
- **Report cyber-bullying:**
To the school: if the incident involves other students then we must know. We have a legal duty to have measures in place to support the person being bullied and to apply disciplinary sanctions to the person doing the bullying.

To the service provider: Most responsible service providers (mobile phone operators e.g. O2, instant messenger providers or the social network providers have a 'Report Abuse' contact.

To the police: consider contacting the police if you think a potential criminal offence has been committed. Relevant criminal offences here include harassment and stalking, threats of harm, any evidence of sexual exploitation or inappropriate sexual content/contact or behaviour

Homophobic Bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, transgender or bisexual people.

Who experiences it?

- Young people who are lesbian, gay or bisexual
- Young people who are thought to be lesbian, gay or bisexual
- Young people who are different in some way – they may not act like other girls or boys
- Young people who have gay friends or family or whose parents or carers are themselves gay
- Teachers who may or may not be lesbian, gay or bisexual

Who does it and why?

- Anyone, especially if they have not been told it is wrong
- They think that lesbian and gay people should be bullied, because they believe that gay people are 'wrong'
- People who might be gay themselves, and are angry about that
- People who think that 'boys should act like boys' and 'girls should act like girls'
- People who think gay people shouldn't have the same rights as heterosexual people and use this as a justification for bullying
- People who think gay parenting is wrong and students should be treated differently because of it.

What are some of the effects?

- It is linked to poor attendance
- It affects people's work
- It causes low self-esteem, including the increased likelihood of self-harm
- It can in extreme cases lead to the contemplation of suicide

How to recognise homophobic bullying

Young people are particularly reluctant to tell, and this is a distinctive aspect of homophobic bullying.

Generally, it looks like other sorts of bullying but in particular can include:

- Verbal abuse, including the spreading of rumours
- Physical assault
- Cyber bullying
- Be observant - if you notice your child is out of sorts - let us know

How are school staff expected to respond to it?

In line with Ofsted guidelines on all forms of bullying staff responses should be 'swift, proportionate, discreet, influential and effective'.

Responding to homophobic language

- Casual homophobic language is sometimes common in schools but must be challenged on every occasion:
- students are taught – in assemblies and other occasions - that homophobic language is never tolerated
- When an incident occurs, s/he is informed that such language is offensive. The effects on someone of such language are explained in detail.
- Where remarks are persistent or judged to be particularly offensive s/he will be removed from class and the matter dealt with by a senior member of staff.
- Sanctions – including possible exclusion – will be applied
- Parents are advised in writing of all instances involving homophobic language and will invariably be invited into school to discuss the attitude of the student in question.

Supporting those harmed by bullying

If an incident of homophobic bullying is reported the member of staff dealing with the incident must respond in the way outlined above for any other instance of bullying

Appendix B - Our Bullying intervention charter

The School Bullying Intervention Charter

REMEMBER: a bully is only successful if the person they are bullying feels powerless.

If I see bullying behaviour I should ...

- let an adult I trust know

If I am being bullied I should....

- let an adult I trust know or request to speak not a peer mentor
- keep a diary to record the 5 W's: who, what, when, where, witnesses.
- be prepared to say who is behaving like a bully.

If I am behaving like a bully, I should- think about why I have behaved in this put myself in the other person's shoes let an adult I trust know either in person or via the peer mentor box . Together we will come up with strategies to help me change my behaviour and show that I can take responsibility for my actions and learn from my mistakes.

REMEMBER:

Stay away from bullies

Tell someone

Avoid bad situations

Make friends

Project confidence

OUT BULLYING!

Appendix C: Anti-bullying information sheet for students

Bullying is taking place if you feel hurt because individuals or groups are:

- Calling you names
- Threatening you
- Pressuring you to give some money or possessions
- Hitting you
- Damaging your possessions
- Spreading rumours about you or your family
- Using text, email or web space or say hurtful things (cyber bullying)

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational needs, and your family.

Our School does not tolerate bullying and this is what we do:

- Make sure that the person being bullied is safe
- Work to stop the bullying happening again;
- Provide support to the person being bullied
- Provide help for the person who is bullying

If you feel you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible; and
- Tell an adult what has happened straight away

If you have been bullied:

- Tell a teacher or other adult in school
- Tell your family
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying; and
- Do not blame yourself for what has happened.

If you find it difficult to talk to someone at school or at home, ring ChildLine on freephone 0800 1111. This is a confidential helpline. If you are hard of hearing you can use the textphone 0800 400 222. You can also write to Freepost 1111, London N1 0BR. The phone call or letter is free.

Appendix D : Anti-bullying information sheet for parents/ carers

Bullying is taking place if individuals or groups are repeatedly:

- Calling your child names
- Threatening them
- Pressuring her/ him to give someone money or possessions
- Hitting her/him
- Damaging her/ him possessions
- Spreading rumours about her/him or your family
- Using text, email or web space to write or say hurtful things about her/ him (cyber bullying)

It is also bullying if your child feels hurt because of things said about her ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

What should you do if you think your child is being bullied?

- Contact school staff about the bullying – either in writing, by phone or email. Coming to school unannounced is not the best way to proceed. Contact your child's Head of Year / Head of House . The telephone number is 0208 472 6022;
- Don't always assume what you think is happening is actually happening and there may well be conflicting accounts but it will be investigated urgently.
- Be as specific as possible about what your child says has happened; give dates, places and names of other students involved if known.
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child
- Stay in touch with the school and let them know if things improve as well as if problems continue

Appendix E: Supporting those who bully

The bully will understand that St Angela's Ursuline School does not allow bullying to go unchallenged and understands why it does not go unchallenged

S/he recognises that action needs to be taken to make the victim feel better. S/he accepts responsibility for her actions

S/he will make assurances that s/he will not bully someone again and understands that the incident cannot be repeated

S/he understands what further sanctions will apply if the bullying behaviour continues.

S/he is clear about the escalation process and how it can ultimately end in permanent exclusion

Her/his parents, like all parents, are aware of the policies that apply to all forms of bullying

Her/his parents understand the consequences of their child's actions

Appendix F: Other sources of support for children and parents:

Childline 0800 1111

Kidscape 0171 730 3300 www.kidscape.org.uk

Parentline 01702 559900

Advisory Centre for Education 0171 354 8321

Anti – Bullying Alliance www.anti-bullyingalliance.org

Bullying online (advice and information about bullying) www.bullying.co.uk

Bullying: Don't suffer in silence (DfES guidance) www.dfes.gov.uk/bullying

Confidential online advice service for teenagers: www.there4me.com

<http://www.childline.org.uk/Pages/Home.aspx>

NSPCC www.nspcc.org.uk

Legislative links:

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The Equality Act 2010 <http://homeoffice.gov.uk/equalities/>

Specialist Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

<http://www.anti-bullyingalliance.org.uk/>

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

<http://www.beatbullying.org/>

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

<http://www.kidscape.org.uk/index.shtml>

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

<http://www.restorativejustice.org.uk/>

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. <http://childnet-int.org/>

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. <https://www.thinkuknow.co.uk/>

Digizen: provides online safety information for educators, parents, carers and young people. <http://www.digizen.org/>

See also

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

LGBT:

EACH: (Educational Action Challenging Homophobia): provides a national freephone Action line for targets of homophobic or transphobic bullying, sexual orientation, gender identity matters and cyberhomophobia. <http://www.eachaction.org.uk/>

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

<http://www.stonewall.org.uk/>

SEND:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. <https://www.mencap.org.uk/>

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. <https://www.changingfaces.org.uk/>

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association – guidance and lesson plans](#) on improving the teaching of mental health issues

Racism:

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick it Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity

Consultation: This policy has been drawn up in consultation with students, staff, parents and governors.