ST LAWRENCE COLLEGE JUNIOR SCHOOL

Anti-Bullying Policy

This policy is applicable to Junior School Pupils, including Day, Boarding and those in EYFS

This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies" and supporting documents "Supporting children and young people who are bullied: advice for schools", "Cyberbullying: advice for headteachers and school staff", "Advice for parents and carers on cyberbullying" November 2014. It also takes into account the DfE statutory guidance, "Keeping Children Safe in Education" 2023.

1) Policy objectives:

- This policy outlines what St Lawrence College Junior School will do to prevent and tackle all forms of bullying.
- The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture where bullying is not tolerated.
- Through this policy, training and staff meetings, staff are aware that bullying can cause psychological damage, and therefore need to be extra vigilant of vulnerable children. A bullying incident would be treated as a Safeguarding/Child Protection concern if there is reasonable cause to suspect a child is suffering or likely to suffer significant harm. The Designated Safeguarding Lead (DSL) will be informed of all allegations of bullying.

We understand our responsibilities in regards of the Human Rights Act 1998, the Equality Act 2010 and KCSIE 2023, in terms of providing a preventative education through PSHE and SMSC education and in terms of having zero tolerance to issues of sexism, misogyny, misandry, homophobia, bi-phobic and sexual harassment. Such matters will be dealt with in an age appropriate manner.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all members of staff to promote positive relationships to prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.

- Seeks to learn from good anti-bullying practice elsewhere; pupils have the opportunity to make any comments regarding bullying in the annual pupil survey.
- Utilises support from our Senior School, KCC and other relevant organisations when appropriate.
- Where the school's Designated Safeguarding Lead feels that the bullying incident needs to be treated as a child protection issue, they will follow the procedures outlined in the Safeguarding and Child Protection policy.
- The Designated Safeguarding Lead will make sure that the Safeguarding Governor is made aware of any bullying incidents which are a child protection issue.

3) Definition of bullying

- Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", November 2014)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual identity.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist bullying.
- Cyberbullying.
- Child on Child.

Child on Child Abuse:

We are aware and would act immediately upon any indications of child on child abuse, whereby children can abuse other children. "This can take many forms including cyberbullying, sexual violence and harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling and other forms of physical harm, sexting and violent rituals.

Spotting the signs and symptoms of child on child abuse:

- absence from school or disengagement from school activities

- physical injuries

- mental or emotional health issues

- becoming withdrawn – lack of self esteem

- lack of sleep

- alcohol or substance misuse

- changes in behaviour

- inappropriate behaviour for age

- abusive towards others

Vulnerable groups are usually 10 years and upwards. Girls are more likely to be victims. Young people with domestic abuse in the family home are more vulnerable. Abusers can be younger than their victims." Safeguarding Network.

Children with protected characteristics may also be more vulnerable and staff are aware these children may be targets for unacceptable bullying behaviours. The chill out zone is a safe space for all children and our pastoral systems are vigilant to these vulnerabilities.

As identified in the NMS 2022, that unlike for day pupils, a boarder who may be bullied in person, cannot escape their bullies for long periods of time as they are not going home as often staff must be hyper vigilant for the signs of bullying in the boarding house and act promptly to any concerns. Communication between the Junior School SLT and boarding staff is of paramount importance.

Talk-EDI
Our Equality, Diversity and Inclusion pupil voice group meet each month and this offers direct access to the Head of the Junior School and gives pupils a platform to make suggestions to promote equity and diversity, be empowered to be ally's and/or speak out about any intolerance within the school. This meeting is titled 'T-EDI'.

Cyber bullying

Cyber bullying, which means the use of electronic equipment such as computers and mobile phones, involves new and increasingly complex forms and types of bullying such as impersonation and exclusion from social networking. It includes sending or posting harmful or cruel texts or images using the internet or other digital communications devices. The College takes online safety seriously and employs strict filters on all its internet access via Wi-Fi and computers. However, with increasing availability to pupils of devices that give unrestricted access to the internet, the College actively encourages teachers and parents to be vigilant both at school and at home. Additionally, pupils are encouraged to stay safe on line by following the Be Internet Legends Guidelines. Annually parents are sent the Acceptable Use Policy and

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pupils sign the Acceptable Use Statement with parental oversight.

Advice to young people

- Don't reply to an abusive message, it encourages the bully;
- Keep a record of any event/message (needed for Police, ISP, mobile company to trace);
- Think before you send pictures; they can spread beyond your circle of friends;
- If you receive a rude message or image, don't forward it, you could be breaking the law/assisting the bully;
- Make sure you tell someone (offline you would probably tell someone earlier);
- Don't let anyone else have your password.

5) Preventing, identifying and responding to bullying

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

- Unexplained injuries;
- Lost or broken possessions;
- Low self-esteem;
- A loss of friends;
- Withdrawing from social situations;
- Change in attitude or behaviour;
- Difficulty sleeping or bed wetting;
- Truanting or feigning sickness;
- Declining grades and a lack of interest in school;
- Self-destructive behaviour;
- Refusal to talk about what is wrong;
- AS Tracking Data may reveal symptoms of bullying or of being a perpetrator.
- Logging and assessment on CPOMS for regular analysis by SLT.

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.

Through this policy, training and staff meetings, staff are aware that bullying can cause psychological damage, and therefore need to be extra vigilant of vulnerable children. A bullying incident would be treated as a Safeguarding/Child Protection concern if there is reasonable cause to suspect a child is suffering or likely to suffer significant harm. The DSL will be informed of all allegations of bullying.

Our first concern is to prevent bullying. The school will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying, challenging practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- We will ensure assemblies, displays, house time, form time, peer support and the school council all give a consistent anti-bullying message to the children, including National Anti-bullying Week.
- Our anti bullying stance is embedded throughout our school and specifically within our SHEEP curriculum which is structured to enforce the message about community involvement and taking care of each other.
- Pupils are taught to be proactive in supporting others, particularly those who have or whose family have protected characteristics. By year 6, pupils should understand the concept of allyship and be ready to speak out if they witness bullying such as racism, homophobia or Anti-Faith.
- Other lessons and activities, particularly Assemblies, Form Time, House Time, RS, TLS, English and History 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.
- In line with our Growth mind-set approach across the school we will actively provide opportunities to develop pupils' social and emotional skills, including their resilience.
- We will regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community, including parents, regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools attention which involves or effects pupils even when they are not on school premises, for example when using school transport or online etc.
- Provide "safe spaces" for vulnerable children.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Celebrate success and achievements to promote and build a positive school ethos.
- Through positive teaching resources and learning tasks ensure the curriculum covers and promotes diversity.
- As age appropriate, be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Publicise the details of help lines and websites, particularly NSPCC Helpline posters.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Regularly canvas children and young people's views on the extent and nature of bullying through informal discussions and more formally through an annual questionnaire.
- Be aware of pupil's vulnerabilities through the AS tracking system and build pastoral support appropriate to each individual pupil.

6) Pupils responsibilities

Pupils are:

a) Sign the Acceptable Use Policy
b) Taught to be kind to everyone, following the School Rules of Ready, Respectful and Safe.
c) To have an age-appropriate understanding of Protected Characteristics.
d) Taught to tell a member of staff (or parent) at once if they know that bullying is taking place. Pupil are asked that if they see someone else being bullied, it is their duty to tell a member of staff at once. We are a 'Telling School' which means that even if the bullying target is too afraid to tell a teacher there is an expectation that other children nearby will do so. This is being an 'active bystander' if they see any unkindness to inform a member of staff.
e) Pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
f) Reassure that, if they are being bullied themselves, they should not think of it as 'telling tales'.
g) Encouraged not to use fear of reprisal as an excuse for 'keeping quiet'.
h) Taught about the role of Childline, and reminded, by posters displayed around the school and in the boarding department, how to contact Childline in the event that they feel unable to speak to a teacher or parent.
i) Aware that with regards to online bullying they should not reply to abusive messages. They should keep a record, think before they send pictures, know not to forward rude messages and to tell a parent, house parent or someone in school if they are concerned.
j) Asked to complete the AS tracking programme with honesty.
k) Are all welcome to join the Junior School Talk-EDI meetings to share concerns and promote positive inclusion.
l) That they can turn to the Senior School Sixth Form Prefects as mentors, who currently run an anti-racism workshops and for 22/23 will host termly lunch mentor partnerships.

7) Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Encourage parents to contact their child's Form Teacher/Tutor, House Leader, Deputy Head or the Head of the Junior School if they suspect their child may be being bullied, and be assured that the matter will be investigated in a sensitive and caring way.
- Ensure all reported incidents are recorded and investigated as a matter of urgency. We always monitor reported incidents and review for actions if patterns or trends are identified.
- Have a strong pastoral team (Form Teachers/Tutors, House Leaders and members of the Senior Leadership Team) who support the Head of the Junior School in the implementation

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of this policy and are experienced in handling any incidents as an immediate priority, and are alert to possible signs of bullying.

- Raise staff awareness through discussion in meetings, and through training, to reduce the risk of bullying at times and in places where it is most likely to occur.

Furthermore:

- Our trained School Counsellors are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They give confidential advice and counselling support to pupils, who can refer themselves to her (via the Sister in the Medical Centre) if they have social, emotional or behavioural concerns. The usual process of referral is via a Parental request to our SENDCo.
- The School Chaplain will 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 will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a Christian community.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- In the boarding house, gap tutors support the Boarding House Mothers, who act *in loco parentis.* The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We encourage close contact between the House Mother and parents/guardians, and will always make contact if we are worried about a pupil's well-being. The Boarders us of personal devices is carefully monitored and time limited.
- All boarding pupils have access to a telephone alongside their own mobiles, enabling them to call for support in private.
- We reserve the right to investigate incidents involving our pupils that take place outside school hours, on school visits and trips and that occur in the vicinity of the school and of cyberbullying.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- The AS Tracking Programme is integral in building staff knowledge of each pupil's vulnerabilities, enabling support to be implemented appropriately.

8) SLC procedure for dealing with allegations of bullying

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will assess the situation, reassure and support the pupil(s) involved.
- In the Pre-Prep (Nursery-Year 2), it will be reported to the Head of Pre-Prep who will record the incident via email onto the incident database, monitor the situation, issue a sanction (if appropriate) and liaise with the parents of all pupils involved.
- In the Prep School (Years 3-6), the member of staff will record the incident electronically on the day when it occurs, for the Incident Record and will discuss the matter with a member of the Senior Leadership Team (SLT).

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- It is the responsibility of the Deputy Head to monitor the Incident Database so as to recognise any entries that may include a bullying element and, if so, to detect any patterns of bullying. The Deputy Head and Head of Junior School discuss conduct and pastoral issues informally on a daily basis. The Deputy Head is responsible for conducting a review of the Incident Record every term and will combine this information with the AS Tracking Data and report his findings to the Head. Through this approach, the school is able to review the impact of bullying on individual children, to ensure that a holistic picture is maintained between different aspects of school provision, and thus to meet its duty of care towards its pupils.
- The member of staff recording the incident will inform the Deputy Head at their first opportunity.
- The child that has been bullied will be interviewed by the Deputy Head or Head and will usually be asked to write an account of events. It will be made clear to him/her why revenge is inappropriate. (S)He will be offered support to develop a strategy to help him/herself. Staff will be sensitive to the courage it may have taken to come forward and explain their concerns.
- At any stage at which an investigation may be required, a member of staff who is also a parent at the school should not investigate an incident in which his/her own child is involved.
- The alleged bully, together with all others who were involved, will be interviewed by the Head (or Deputy Head) and asked to write an immediate account of events. It will be made clear to the bully why his/her behaviour was inappropriate and caused distress. (S)He will be given the opportunity to apologise, offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions. The child will be asked to complete a 'think sheet' and to consider which of our school expectations they have not met and how they will go forward more positively.
- All relevant members of the pastoral team will be informed.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- As bullying is a blatant contravention of the School Expectations, a pupil responsible for bullying should normally expect to receive a 'Blue Card' as a sanction, as per the School's Good Behaviour Policy.
- A way forward, including any further disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- In some cases a meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In a very serious case, it may be necessary for the Head to make a report to the Police or to the Social Services. However, it is school policy 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 or there are further safeguarding concerns.
- It is possible also that very serious and/or persistent bullying may result in the fixed exclusion or permanent exclusion of the pupil responsible (refer to Behaviour Policy, including Discipline & Exclusions).
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.

- If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
- If a criminal offence has been committed then the police may need to be involved to enable the service provider to look into the data of another user or to respond to credible threats of harm.
- Where the bullying takes place outside of the school site (including cyberbullying) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.

9) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Safeguarding and Child Protection
- Good Behaviour policy
- Complaints policy
- Safeguarding
- E Safety Advice and Acceptable Use Policies (AUPs) and Internet Legends resources
- Curriculum Policies such as SHEEP and ICT
- Mobile phone and social media policies
- Mental Health & Wellbeing Policy
- National Minimum Standards September 2022

10) Responsibilities

It is the responsibility of:
- The Head of Junior School (HJS) to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the HJS, SLT, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.
- Staff and pupils to run the EDI Pupil voice meetings.

The named Governor with lead responsibility for this policy is: Melissa Millin
The named member of staff with lead responsibility for this policy is Ellen Rowe

11) Monitoring and review, putting policy into practice:

This policy will be monitored and reviewed annually.

- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes, using data gathered by SLT from CPOMS.

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

This policy will be reviewed in accordance with the policy review schedule.

REVISION HISTORY

Version No.	Revision Date	Summary of change	Approved by	Updated by
1.1	14/3/18	Addition with regards to bullying causing psychological damage – being alert to vulnerable children.		ER
1.2	6/8/19	Addition of new Pre/Pre-Prep/SHEEP terminology and sentence about bullying vulnerable children being a CP issue.		ER
1.3	12/10/19	Addition of AS Tracking and more detail regarding cyberbullying.		ER
1.4	17/01/2020	Various terminology updated, including Pre-Prep etc. and the safeguarding Governor.		ER
1.5	18/01/2021		PWG	ER
1.6	17/05/2022	Change of Governor details		ER
1.7	20/06/2022	New KCSIE 2022 Peer now child on child abuse Addition of EDI Pupil Voice Meetings	Governors	ER
1.8	1/08/2022	Additional reference regarding boarders' vulnerability if bullied & KCSIE 2022	PWG	ER
1.8	August 2023	Reviewed – new KCSIE 2023	PWG	ER
1.9	August 24	Addition of the 3 school rules and CPOMS tracking and reporting to Governors	PWG	ER

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