



ANTI BULLYING POLICY

This policy takes account of DfE advice *Preventing and Tackling Bullying* (Oct 2014)

AIMS and OBJECTIVES

At Loyola Prep School and Loyola EYFS, 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 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.

Loyola prides itself on its respect and mutual tolerance and appreciation of differences. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment and victimisation and discrimination will not be tolerated as it is very serious and could cause physical, emotional or psychological damage. 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.

DEFINITION OF BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts, harms or humiliates another person by physical (including sexual), verbal (including chat room 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 intimidatory.

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. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

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- Displays of excessive anxiety, becoming withdrawn or unusually quiet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 of accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the doctor 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, experiences 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.

All staff must be alert to children who are vulnerable and at risk from bullying.

PREVENTATIVE MEASURES

We take the following preventative measures:

- We use appropriate Masses and Assemblies to explain the school policy on bullying. Our PSHE 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 enforce the message about community involvement and taking care of each other.
- In Pre-Prep II (Year 2) part of the PSHE programme revolves around a school prepared handbook *What Do I Do If I am Bullied* which pupils are invited also to discuss with their parents at home. Copies of this are provided to pupils who enter school at Key Stage 2.

Other lessons, particularly RE, PSHE, English and Humanities 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. As quoted in the school Teaching Policy: *The importance of promoting moral and spiritual development within our teaching also is worth stressing. Morality enters into a number of subject areas. For example, moral dilemma in practical cases may be examined in the context of religion, English and history classes – and in terms of responsibility for the environment, in the context of geography and science. Expectations of fair play and sportsmanship at Games are important aspects of developing a sense of personal morality.*

- All our pupils are encouraged to tell a member of staff or one of their Year 6 class mentors or one of the school Senior Prefects at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Due consideration is given to emerging patterns suggesting extended persecution of a particular pupil or of patterns of bullying behaviours from particular perpetrators.
- Thursday Staff Business Meetings always provide opportunities for pupil matters to be raised including concerns about bullying.
- We have a strong and experienced pastoral team of Form Teachers who support the Senior Management Team. Training is provided to raise the awareness of staff and make them aware of the contents of the bullying policy and its requirements whilst specialist training in relation to online bullying is provided. The weekly review of pupils with SEND will highlight those who may be vulnerable to bullying.
- Assemblies after Wednesday Mass are used to reinforce anti bullying.
- Pupils have access to all members of staff including form and subject teachers and teacher assistants for pastoral support and guidance. There are also designated Rudiments pupils who act as mentors for other pupils who may wish to disclose concerns but are embarrassed or anxious to do so to an adult. Provision will be given to both the victims of bullying and the perpetrators to receive pastoral advice either internally from member of staff or externally as below.
- Access to a Counsellor from Brentwood Children’s Society is an important part of our pastoral support service providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who are referred by parents when they have social, emotional or behavioural concerns. On occasion, the school may advise parents that their son should be referred to the counsellor.
- The school has the services of a number of Roman Catholic priests who 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. He will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith 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. School Prefects also are asked to report any observed bullying or any approaches from worried pupils to the form teacher of the pupil concerned
- The school displays advice on where pupils can seek help, including details of confidential help lines and web sites connecting to the external specialist Childline.
- We operate a peer counselling scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our Head Boy and Senior Prefects which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- 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.
- We shall make use of the sanctions provided in the school's behavioural policy as appropriate. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

CYBERBULLYING – DEFINITION

Mr Bill Belsey, the creator of the website: <http://www.cyberbullying.org/> 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, emails and mobile phones, used for SMS messages and as cameras.

CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures described above, the school:

- 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. We operate a web filtering system on the school's internet connection to block access to inappropriate websites and content. We currently use an external solution called Cyren Globalview who provide web filtering solutions to schools and businesses worldwide.
- May impose sanctions for the misuse, or attempted misuse of the internet.

- Issues all pupils with their own personal school email address. Access to sites such as “hotmail” is not allowed.
- Adheres to the BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and removing contacts from “buddy lists”.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted for pupils in school unless Y6 pupils have written permission from parents to commute to and from school unescorted in which case their mobile phone must be deposited with the school office upon arrival at school or on school trips
- Pupils do not have unsupervised access to computers within the school premises
- Mobile phones may be used by staff in both the school and EYFS for internal communication but may not be used during directed times for social reasons.
- Staff in the main school and EYFS may use their own devices including tablet computers for recording pupils’ achievements or to record pupils activity during trips photographically, but all images must be downloaded onto the school’s central system as soon as practicable and deleted from personal devices. Parents have consent to photograph their children in official school events such as productions or fixtures on the strict condition that these are for personal use only and may not be published on the internet including social networking sites.
- Parents are asked for permission for their sons’ images to be used on the school web site. No image is used with any reference to personal identity.

PROCEDURES FOR DEALING WITH REPORTED 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 control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the S.M.T. as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his own and may be asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and may be asked to write an immediate account of events.

- A written record should be deposited in the files of the pupils concerned to keep a record and to establish whether any patterns are emerging.
- In very serious incidents, the Head should be informed.
- The victim will be interviewed at a later stage by a member of the S.M.T., separately from the alleged perpetrator. It will be made clear to him why revenge is inappropriate. He will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the S.M.T., separately from the victim, and it will be made clear why his behaviour was inappropriate and caused distress. He will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including 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.
- 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 very serious cases, it may be necessary to make a report to the Police or to the Social Services or Essex Safeguarding Children Board. A bullying incident should be treated a child protection concern when there is “reasonable cause to suspect that a child is suffering or likely to suffer significant harm” in which case the provisions of the school’s Child Protection and Safeguarding Policy should be followed.

If an incident of bullying is reported by a parents or guardian:

- The referral should be acknowledged upon receipt if it is by correspondence or e mail
- In the first instance the Form Teacher should calmly speak to the pupil concerned and make a note of any disclosure.
- If the matter is fairly straightforward, such as a one off insult or teasing or an isolated case of physical behaviour, the Form teacher should interview the perpetrator and as necessary provide counselling and advice.
- If a sanction is required or if the matter is part of an emerging pattern or is of a more serious nature, the matter should be referred to the S.M.T. who will initiate procedures as above.
- A written account of incidents should be logged to keep a record and to establish whether any patterns are emerging and to allow the monitoring of the effectiveness of measures taken to reduce the incidences of bullying.

Appendix: Extracts from anti bullying handbook

Why is it wrong to bully?

Firstly, because it makes all involved unhappy. It also often will lead to punishment if left unchecked. We'll look later at how the School will deal with it.

More importantly, it is wrong both against natural law (threatening or menacing behaviour is a crime that can involve the police) and against God's law. As a Christian school and as a school in the Jesuit tradition, we strongly believe that bullying is wrong.

St. Ignatius Loyola is our school's patron. He taught that in Jesuit communities, we should try to see God in all things and in all people. We believe that Jesus is in everyone so the way that we treat anybody else is the way that we are treating Jesus. This is why Jesus told us that we have a duty to love our neighbours (that means everybody else in the world!) as much as ourselves.

Schools in the Jesuit tradition such as ours will:

1. Find God in all things and people
2. Have care and concern for each person
3. Have a sense of justice and a care and compassion for those in need in any way
4. Build up a sense of companionship and community.

A community is a group of people with shared values who will look after one another. A bully is selfish. A bully will not stand up for the rights of all others. A bully will not recognise Jesus in others. A bully will not have a concern or compassion for others. A bully cannot be part of our community.

How will the School deal with bullying?

The School needs you to have the courage to talk whether you think that you are being bullied or that you have bullied. When we hear that you have a problem, the following will happen:

1. We shall talk to you in private about the problem. We shall talk to others who may know about the problem – perhaps the playground staff who may see something going on or the teachers. If you tell us of a friend who also knows – or who has been bullied himself – we shall ask your permission to speak to him too. We shall try to build up a picture of what has been going on.
2. We shall talk to the person whom you think has been bullying you. Don't worry – he won't think that you have snitched on him. Remember that we will have spoken to the people who may have seen what was going on. Sometimes we know that there is a problem because a staff member spots something or overhears something and alerts us.
3. We shall ask the person for his version of events. We shall explain how upsetting what he has done has been. He may not realise and be very shocked. We shall tell

him that the behaviour must stop. If he thinks that there may have been a misunderstanding we shall explain that hurt still has been done. We shall also ask him if he has any worries or fears. This may explain why the bullying first took place.

4. We shall talk to you again. We may ask you if you would like to meet the boy concerned in front of a teacher so that the matter can be put right. If you don't want to do this, we won't force you, but reconciliation is a good thing.
5. If the bullying continues we shall ask to see the parents of the other boy involved and explain to them what has been going on. We shall give a warning that a serious punishment could be given if the problem goes on. We also shall be happy to talk to your mum and dad.
6. If the bullying still goes on, the boy could be suspended or even expelled. This would go on his record and would follow him to other schools. Imagine how unhappy this would make everyone concerned, especially the mums and dads of those accused of bullying.

P.G.M.N. May 2017

To be reviewed May 2018