

Loyola Preparatory School Policy for Anti-Bullying

“Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills , techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.”



*Ad Majorem Dei Gloriam
To the Greater Glory of God*

Anti-Bullying Policy

This Policy applies to all pupils at Loyola Preparatory School including Early Years Foundation Stage and Key Stage One and should be read alongside the Behaviour Policy and the Child Protection & Safeguarding Policy.

General Statement - This policy has regard to the Department of Education 'Preventing and Tackling Bullying July 2017 and 'Cyberbullying: Advice for Headteachers and School Staff 2014'.

Loyola has a duty of care to protect pupils from bullying as part of its responsibility to provide a safe, secure, caring and friendly environment for all of the pupils, in order to protect them from those who wish to deliberately hurt them either physically or emotionally.

This policy has regard to the DCSF guidance on the prevention of bullying contained in *Safe to Learn – Embedding anti-bullying work in schools*.

Loyola ensures that all its safeguarding procedures are in line with the Children's Act 2004 and the Education Act 2002, and that the school promotes the welfare of all pupils in its care. This policy is also compliant with the Education and Inspections Act 2006, the Equality Act 2010, Independent School Standard Regulations January 2017 and the Education Act 2011.

Under no circumstances will Loyola tolerate any forms of bullying and all incidents of bullying will be dealt with promptly and effectively.

In the Department for Education 'Preventing and Tackling Bullying', bullying is defined as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying can take many forms (for instance cyber-bullying via text messages, social media, photographs, email and mobile phones) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, culture, gender, gender identity, sexual orientation, special educational needs and disability, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between pupils or perceived differences.

Criminal Law

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. School staff may seek therefore the assistance of the police.

Bullying which occurs outside school premises

School staff have the power to discipline pupils for misbehaving outside the school premises under Sections 90 and 91 of the Education and Inspections Act 2006, if it would be reasonable for the school to regulate pupils' behaviour in those circumstances to address pupils' conduct. This may include bullying incidents occurring anywhere off the school site. Therefore when bullying outside school is reported to school staff, it will be investigated and acted on. The Head will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

As stated in the Keeping Children Safe in Education 2021, Bullying takes three forms. Cyber Bullying, Prejudice based Bullying and Discriminatory Bullying.

These can be in the form of:

- Physical: for example, hitting, pushing, kicking.
- Name-calling and verbal abuse: face-to-face, in writing, by phone, on-line, or by text message. Low-level disruption, the use of offensive language, 'banter' or 'horseplay'.

- Making racist, sexual, disability, special educational needs, sexist or gender-based comments, jokes or graffiti.
- Homophobic, biphobic or transphobic language or behaviour.
- Making threats.
- Taunting or mocking.
- Spreading rumours.
- Making jokes to make someone look 'small'.
- Shutting out a person.
- Ganging up on someone.
- Refusing to cooperate with someone.
- Hiding equipment or other possessions.
- Demanding money.
- Cyber Bullying through emails and social media.

There will be regular staff in-service training to raise awareness of the nature of bullying, and ways in which Loyola prevents and deals with it.

Through PSHEE, RE, ICT lessons and assemblies, pupils are made aware of the nature of all forms of bullying. In addition, pupils have lessons in digital awareness and responsibility. Loyola's ethos promotes an inclusive environment and a 'telling' culture.

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 spoiled by others.
- Books, bags and other belongings suddenly going missing or being damaged.
- Change to established habits.
- Diminished self-confidence.
- Frequent visits to the First Aider with symptoms such as stomach pains, headaches.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance, late arrival to class.
- Choosing the company of adults.
- Difficulty in sleeping.
- 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.

A bullying incident will be treated as a child protection concern where there is a reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, under the Children Act 1989. In such cases the Designated Safeguarding Lead may refer the matter to the local Safeguarding Children's board.

The seriousness of bullying in causing psychological damage and even suicide must never be ignored.

Loyola operates on the understanding that bullying can only be stopped if information is shared effectively.

Aims and Objectives of the Loyola Preparatory School Anti-Bullying Policy

- To demonstrate that Loyola takes bullying seriously and that it will not be tolerated.
- To action our school behaviour policy.

- To take measures to prevent all forms of bullying in the school and during off-site activities. These measures will be applied fairly, consistently and reasonably taking into account any special educational needs, disabilities or vulnerabilities a pupil may have. Where appropriate support will also be provided for the perpetrator themselves.
- To support everyone in the actions taken to identify and protect those who might be bullied.
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.
- To encourage pupils to tell someone if they are being bullied or are aware of other pupils who are being bullied.
- To openly discuss differences between people that could motivate bullying such as religion, ethnicity, disability, gender, gender identity or sexual orientation.

Loyola prides itself on its respect and mutual tolerance and appreciation of differences. Parents have an important role 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 together. Acceptance of this policy forms part of our standard terms and conditions.

Any kind of bullying is unacceptable.

We always join in with the themes for National Anti-Bullying Week as a whole school and at this time we send our own school Anti Bullying leaflet to all the boys and their families. Hard copies of this leaflet can also be found in the school reception area and hard copies can be asked for from the school office.

RESPONSIBILITIES

The responsibility of the Governing Body

The Chair of the Governing Body, the Head, the Pastoral Lead and PSHEE Co-ordinator are responsible for anti-bullying strategies and individual cases where appropriate.

The Governing Body will discuss, review and endorse agreed strategies and will discuss an annual report on the working of this policy provided by the Head, the Pastoral Lead and PSHEE Co-ordinator.

The responsibility of the Head

The Head has a duty to encourage good behaviour, respect for others and to prevent all forms of bullying among pupils.

The Head will:

- Ensure that all staff have an opportunity of discussing anti-bullying strategies and reviewing them.
- Discuss the development of those strategies with the Senior Management Team.
- Ensure that appropriate training is available.
- Ensure that the procedures are brought to the attention of all staff, parents and pupils. This can be achieved using intervention techniques, curriculum support, supervision, promoting the policy through assemblies, PSHEE, projects, literature, current affairs and drama.
- Report annually to the Governing Body.

Procedures to follow

Any allegation of bullying will be taken extremely seriously. Bullying conflicts sharply with Loyola's policy on equal opportunities, as well as with its social and moral principles. All forms of bullying can be reported to any member of staff that a pupil feels comfortable talking to. Advice on anti-bullying for pupils is published in the posters displayed around the school, which tells pupils to talk to someone whom they trust – a pupil, member of staff, parents or other trusted adult. Peer on peer abuse is never tolerated or passed off as “banter” or “part of growing up.” An accusation of bullying will firstly be investigated by the classteacher. If it cannot be dealt with at that level, it will be passed on to either the Phase Leader, Pastoral Lead or Deputy Head. Records of bullying are maintained in a central file kept in the Head's office. A copy will be placed in

the victim's and perpetrator's file. Those responsible for implementation of these policies will need periodically to monitor and discuss any patterns of incidents and any responses which may be appropriate. Ideally, bullying is dealt with by talking to and reasoning with the parties involved to achieve an agreed way forward. Enabling a bully to see the error of their ways and the achievement of an empathetic understanding of the feelings of the victim are important in ensuring that such behaviour is not repeated.

Wherever possible, a victim's permission and/or that of their parents will be sought before pursuing an investigation. In some cases however, where for example Loyola considers the case to be serious enough, an investigation may go ahead without this consent. School staff have legal search powers in relation to electronic devices such as mobile phones if formally authorised by the Head. Data or files may be examined or deleted if there is good reason to do so. In such instances, parental consent is not required.

Sanctions may include contact with parents, detention, suspension and, in extreme cases, exclusion.

Support is offered to those on the receiving end of bullying and appropriate provision is provided. This may include counselling, engaging with parents, referring to children's services or the Child and Adolescent Mental Health Clinic (CAMHS). Pupils who bully are also given help and guidance.

Bullying of staff, whether by pupils, parents or colleagues is equally unacceptable and similar procedures will be followed in cases where it is reported.

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.

All pupils at Loyola are briefed on Loyola's expected standard of behaviour as set out in the Behaviour Policy. They are told what to do if they encounter bullying. Loyola guarantees that whistle-blowers who act in good faith will not be penalised and will be supported.

Loyola will take action to remove the risk of bullying at times and places where it seems most likely to occur.

This policy requires that the issue of bullying will be part of the PSHEE programme.

Procedures to follow in the EYFS

Staff must listen to children asking for help. They must observe vigilantly and look for signs of change of character, reluctance to join in, dragging out tasks to avoid playtime, nerves, tearfulness, loss of appetite reluctance to come to school and aggression. Loyola will always listen to the concerns of parents although it is important to remember that a one off incident does not constitute bullying.

If staff are concerned about a child in their class or elsewhere in the Pre-Prep or if a parent approaches the school with a concern, this should be recorded and dated and reported to the Phase Leader. The matter will then be investigated and addressed in a sensitive manner.

If there is substance to the allegations, a plan of action will be drawn up so that the person who is being bullied can be protected and feel secure and so that the perpetrator(s) can be helped and made to see that such behaviour will not be tolerated.

Allocation of Responsibilities

1. SMT will:

- Be responsible for the day-to-day management of the policy and systems.
- Keep the Head informed of incidents.
- Arrange relevant staff training.
- Determine how best to involve parents in the solution of individual problems.
- Advise on methods for encouraging pupils to let it be known if they are being bullied.

2. Class Teachers will:

- Be responsible for ensuring that Loyola's positive strategies are put into practice.
- Know Loyola's procedures and deal with any incidents that are reported.
- Actively encourage pupils to tell someone if they are being bullied.
- Never let any incidence of bullying pass unreported, whether on-site or during an off-site activity.

Cyber-bullying

Cyber-bullying is an increasing phenomenon nationally.

Loyola aims to address this problem in two ways:

Firstly, by developing an awareness of this 21st Century problem and establishing clear guidelines for the use of mobile devices and computers. There will be a regular review of IT security measures and the monitoring of e-mail traffic and internet use (this only goes so far as is legal and necessary and is carried out in such a way that the potential intrusion on privacy is limited to what is strictly necessary to protect the wellbeing of pupils and staff).

Secondly, by taking allegations and complaints seriously and investigating them thoroughly.

The Education Act 2011 gives teachers powers in tackling cyber bullying by providing the right to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. At Loyola, such measures will only be invoked by SMT members, in consultation with the Head.

We currently use an external solution called Cyren Globalview who provide web filtering solutions to schools and businesses worldwide. This is monitored by the IT technician.

Further information regarding Loyola's position can be found in the **E-Safety policy and the Acceptable Use Policy**, which is updated at regular intervals and in response to changes in technology, legislation and guidance.

Complaints

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying are not being addressed properly. Parents of Early Years Foundation Stage children should be aware that they have the right to refer a complaint directly to Ofsted and or ISI, if they are unhappy with the way in which their complaint has been handled.

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