St. Ambrose Barlow
Catholic Primary School

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St. Ambrose Barlow Catholic Primary School, 841 Shirley Road, Hall Green, Birmingham, B28 9JJ

Anti - Bullying Policy
(including prejudice based bullying,
discriminatory bullying and cyber bullying and online behaviours)

At St. Ambrose Barlow School we are committed to providing a caring, safe and fair environment for all children so that they can learn and play in a safe and secure environment.

What is Bullying?

At St Ambrose Barlow Catholic Primary School, we define bullying as:

"Purposeful and repeated action(s) conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation".
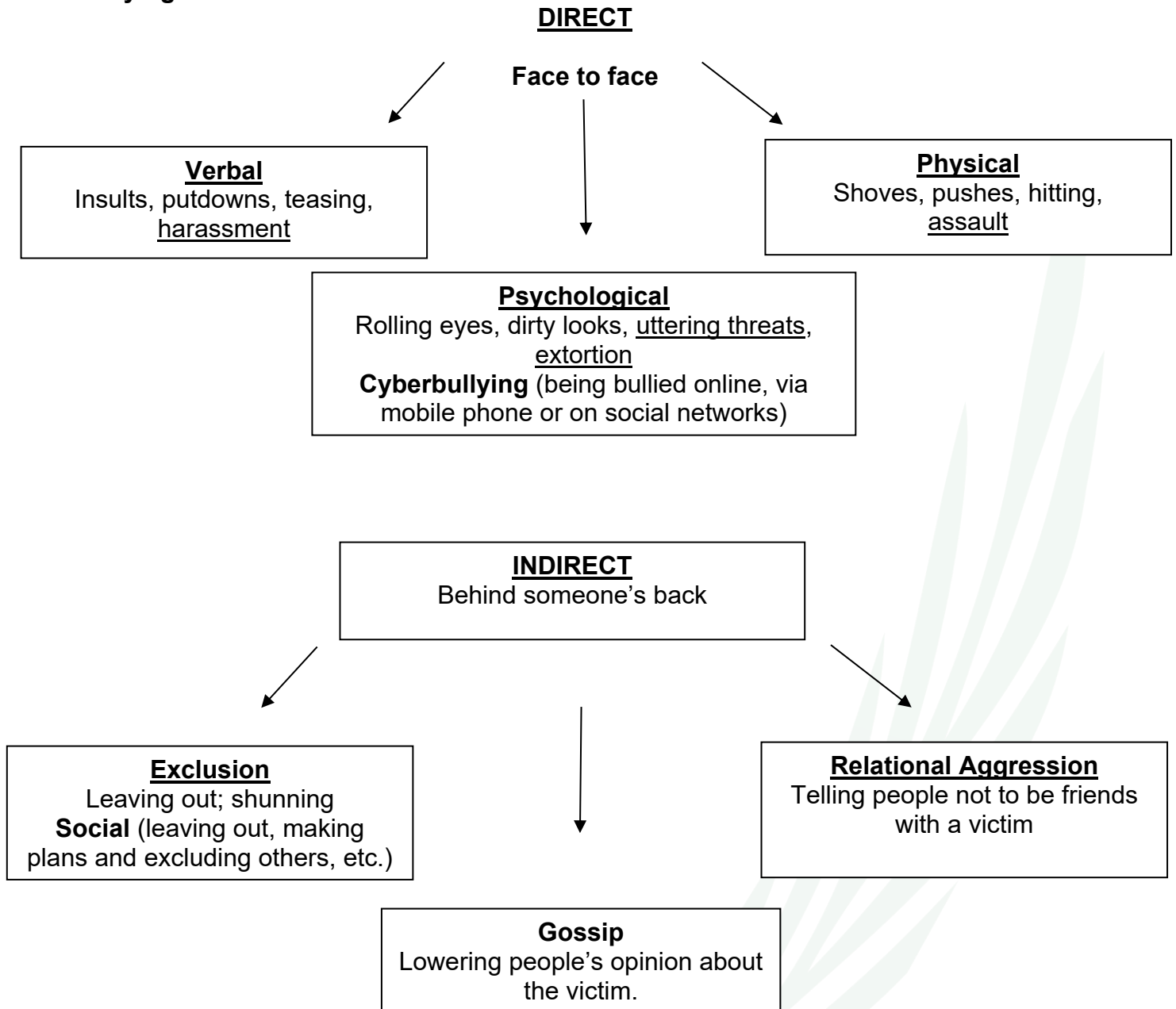
Bullying is generally characterised by:
- Repetition: Incidents are not one-offs but frequent and happen over a period of time.
- Intent: The perpetrator means to cause verbal, physical, or emotional harm. It is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power Imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

There are four key elements to this definition:
- repetition
- intentional
- hurtful
- power imbalance

Bullying can be:

DIRECT

Face to face

Verbal
Insults, putdowns, teasing, harassment

Physical
Shoves, pushes, hitting, assault

Psychological
Rolling eyes, dirty looks, uttering threats, extortion
Cyberbullying (being bullied online, via mobile phone or on social networks)

INDIRECT
Behind someone's back

Exclusion
Leaving out; shunning
Social (leaving out, making plans and excluding others, etc.)

Relational Aggression
Telling people not to be friends with a victim

Gossip
Lowering people's opinion about the victim.

Bullying is not:
It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. However, these situations are taken seriously in our school and dealt with appropriately. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn to deal with these situations and develop social skills to repair relationships.

With **St. Ambrose Barlow** as our guide and **Jesus** at our side, we are all **learning** to **live**, **love** and **work together.**

Signs of Bullying
Staff are always alert to signs of bullying (for example, a deterioration in a child's work, reluctance to go out at playtime, tearfulness and or a reluctance to come to school). Every effort is made to find the underlying cause and to deal with it effectively. (*The best interests of the child must be a top priority in all things that affect children. UN Convention on the Rights of the child Article 3)*

How we deal with Bullying
When a bullying situation arises, it is always taken seriously and handled sensitively. The victim is given reassurance and support and the perpetrator(s) encouraged to see the victim's point of view and make amends. *(Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. UN Convention Article 15)*

If a bullying situation persists the headteacher or deputy headteacher are informed, and using the Birmingham Education Service "Together we can stop bullying" guidelines, incidents are monitored and recorded. When a bullying situation cannot be fully resolved within the school, parental support is sought. (*The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. UN Convention Article 2)*

Strategies for Anti – Bullying

Our school adopts a STOP approach to help children understand what bullying is. STOP means:
- **Several**
- **Times**
- **On**
- **Purpose**

Pupils know that it also means
- **Speak**
- **To**
- **Other**
- **People**

We encourage pupils to speak out about their concerns for themselves <u>and</u> other children,

'Child on child abuse' (KCSIE 2022) makes clear that all children can absue other children and that this can happen both indie and outside of school. Pupils understand that <u>all</u> adults in our school community can be approached. We give praise and encouragement wherever possible to help each child to develop a high self-esteem and we recognise and praise children who are displaying positive behavioural attitudes. *(Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. UN Convention Article 15)*

Prevention
Staff will encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work. This is addressed via our curriculum where we teach

KiVa classes once per fortnight. Bullying is discussed as part of the curriculum and diversity, difference and respect for others should be promoted and celebrated through various lessons.

Potential victims of bullying should be drawn into working groups with children
who do not abuse or take advantage of them. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events (for example, drama productions, sporting activities, cultural groups.)

All members of the school community are made aware of the school's anti- bullying policy. All staff members receive training on identifying and dealing with bullying. All pupils are encouraged to communicate any instances of behaviour that they find inappropriate to a member of staff and all such reports will be listened to dealt with appropriately

How we address anti-bullying in our curriculum

Anti-bullying is addressed through regular programmes of PSHE work, which can include

- Modules in TEN TEN Resource 'Life to the Full':
  In KS1 Feeling Inside Out' in Module 1 where children learnt that their feelings and actions are different things, this session investigates how their behaviour can affect other people.
  In Lower KS2 in module 2 children will discuss the nature and consequences of discrimination and teasing, and learn how to recognise bullying and abuse in all its forms. This session includes physical bullying and emotional online bullying.
- KiVa curriculum
- Cross curricular activities
- Participation in National Anti-Bullying week
- Links with R.E themes
- Class rules and codes of conduct agreed by each class at the beginning of each new school year
- Circle time sessions
- Class assemblies, Liturgies and Masses
- An annual questionnaire which seeks the views of pupils to monitor the effectiveness of the anti-bullying policy
- Additional sessions where required addressing specific bullying issues
- Online safety workshops for staff, children and parents to address cyberbullying
- There are no excuses: no behaviours are downplayed as children 'just having a laugh'
- All inappropriate behaviours, including sexual harassment, are challenged and addressed

(No child shall be tortured or suffer other cruel treatment or punishment. UN Convention Article 37)

Playground and School Initiatives

We encourage positive behaviour in our school by

- Use of the "Friendship Stop" in the Key Stage 1 playground
- Encouraging the use of playground equipment
- Peer mediation in Key stage 2
- Regular "Friendship Awards" – children are nominated by their peers in recognition of friendship (initiated through our School Council)
- Golden Book Assemblies

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- Star Pupil Awards
- Half termly 'Values and Virtues' Award
- Circle of friends support groups

Cyberbullying

Today's children and young people have grown up in a world that is very different from that of most adults. Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities; always on and always there. Above all, information communication technologies support social activity that allows young people to feel connected to their peers. Unfortunately, technologies are also being used negatively. When children are the target of bullying via mobiles phones or the internet, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying; or be confident that the adults around them will understand it that way either. Previously safe and enjoyable environments and activities can become threatening and a source of anxiety.

As mobile phone and internet use become increasingly common, so has the misuse of this technology to bully.

What is Cyberbullying?
Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.
*(Governments must protect children from all other forms of bad treatment. RRSA **Article 36**)*

What's different about cyberbullying?
Bullying is not new, but some features of cyberbullying are different from other forms of bullying:

24/7 and the invasion of home/personal space. Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

The audience can be very large and reached rapidly. The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for victims to move on.

People who cyberbully may attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.

The profile of the bully and target. Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.

Some instances of cyberbullying are known to be unintentional. It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online

about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

Many cyberbullying incidents can themselves act as evidence. This is one of the reasons why it's important to know how to respond!

Cyberbullying and the law.

Education law: Bullying is never acceptable. The school community has a duty to protect all its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

Civil and criminal law: Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

Preventing Cyberbullying

1. Understanding and talking about cyberbullying
The whole school community needs a shared, agreed definition of cyberbullying. Everyone needs to be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying. Young people and their parents should be made aware of pupils' responsibilities in their use of ICT, and what the sanctions are for misuse. Students and parents should know that the school can provide them with support if cyberbullying takes place out of school.

2. Updating existing policies and practices
We will review and update the school's anti-bullying policy plus other relevant policies – for example, policies on behaviour, pastoral care and use of technologies. Keep good records of any incidents of cyberbullying. Be able to conduct searches of internet use records at school. Knowing that the school is taking such steps may act as a disincentive for bullies to misuse school equipment and systems.

3. Making reporting cyberbullying easier
No one should feel that they have to deal with cyberbullying alone, but reporting any incident of bullying can be really hard for the person being bullied and for bystanders. If bullying, or cyberbullying does occur, all pupils should feel empowered to report it and know that incidents will be dealt with promptly and effectively.

4. Promoting the positive use of technology

Technology is successfully being used to support engaging, positive and effective learning, and to realise and increase the potential of personalised learning by making learning more flexible, creative and accessible. Explore safe ways of using technology with learners to support self-esteem, assertiveness, participation and to develop friendships.

Responding to Cyberbullying
Cyberbullying is a form of bullying, and therefore we will deal with the majority of cases through their existing anti-bullying policies and procedures.

How is Technology Used to Bully?

Technology:	Great For:	Examples of misuse:
Mobile phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messenger	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chatrooms and message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
Email	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's

		account, e.g. to forward personal emails or delete emails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
Social network sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original. Creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
Virtual Learning Environments (VLEs	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represent them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.

Legal issues related to bullying

Under the Equality Act 2010 and the Equality Duty (5 April 2011), the school has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; foster good relations between people who share a protected characteristic and people who do not share it.

Under the Human Rights Act (HRA) 1998, schools could have charges brought against them if they allow the rights of children and young people at their school to be breached by failing to take bullying seriously. The National Association of Head Teachers has acknowledged this, adding to their guidelines that head teachers must 'satisfy themselves' that their school's anti-bullying policy complies with the HRA 1998. Head teachers cannot do this without fully involving their teaching staff.

As stated above, although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications could be considered criminal offences:

Under the Malicious Communications Act it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or 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.

Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment. Section127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information in any media including internet sites.

Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

POLICY REVIEWED BY GOVERNING BODY AT A MEETING HELD ON 14th September 2022.

Review date: September 2023

SIGNED .... (Chair of Governing Body)

(UN Convention on the Right of the Child)