10a - Anti-Bullying Policy (including EYFS)

Mission Statement
Our girls will change the world

- We are a Catholic community inspired by the vision of our founders and passionate about shaping a better future.
- We empower pupils with outstanding results, a love of learning and an alternative way of thinking.
- Augustinians are ethical leaders sowing joy, truth and courage.
- In this school freedom and generosity of spirit flourish. We seek a sustainable and prosperous future for all the world's communities.
- We cherish love for our neighbour, welcoming different faiths and cultures. Learning through dialogue we have hearts open to the whole world.

This policy forms part of a series of policies whose purpose is to promote and protect pupils' welfare throughout their education at St Augustine's Priory. These policies, which should be read in conjunction with this policy, are those relating to:

- Safeguarding
- Health and Safety
- Educational Visits Policy
- Promoting Good Behaviour Policy
- E-Safety Policy
- ICT Acceptable Use Policy
- EYFS Behaviour Policy

The keynote of all these policies is that pupils will learn best in a happy, safe and calm environment that is free from disruption and in which education is the primary focus. The policy has regard to DfE Advice, Preventing and Tackling Bullying (July 2017)

Principles

St Augustine's Priory is a 'telling' school and will not accept bullying in any of its forms. This policy exists to help prevent and combat bullying, promote welfare and allow all members of the school community to live as one together. Prevention of bullying comes first, followed by swift intervention to deal with any incidents that do occur. As a school that promotes Gospel values of truth, justice, compassion and reconciliation, we aim to help both the targets and perpetrators of bullying, as well as those affected by both perpetrating and being a target of bullying

Core concept underpinning this policy:

We aim to create a positive inclusive culture in which every pupil can feel valued and thrive. To that end we address not only negative behaviour but also address a lack of positive behaviour. Our Inclusion Committee is set up to ensure that those with protected characteristics are fully included in the life of the school and routinely considers the equality of everyone in our community.

As part of our proactive response on the basis of protective characteristics we have adopted the RADIO toolkit to proactively equip pupils with collaborative and kind approaches and, when necessary, to assertively tackle any bullying.

RADIO   **R – Respect - A - Active listening - D - Dialogue not debate - I - Where am I in this? - O - Oops/Ouch**

This policy aims to:
- Create an environment that prevents bullying being a serious problem in the first place.
- Prevent and/or deal with any behaviour that might constitute bullying.
- Equip pupils to be aware of their role in preventing or limiting bullying by not acting as passive bystanders or otherwise endorsing the inappropriate behaviour.
- Promote an awareness of the need to ensure everyone is entitled to live in the school community free from intimidation.
- Promote an environment where pupils experience community, joy and thrift.
- Actively promote a culture which seeks to prevent bullying or discrimination based on protective characteristics.
- Respond to any incident of bullying in a reasonable, proportionate and consistent manner.
- Safeguard and provide appropriate support to any pupil who has been the victim of bullying.
- Apply measures (including disciplinary sanctions, in accordance with the school's Promoting Good Behaviour Policy and EYFS Behaviour Policy), to any pupil who is found to be responsible for or involved in bullying, in addition to providing them with appropriate help and guidance and to learn how they can take steps to repair the harm they have caused.

What is meant by bullying?

Any behaviour which is threatening or makes an individual feel unhappy, uncomfortable or intimidated is clearly not acceptable. Bullying is the intentional, targeted or systematic hurting, harming or humiliating of another person either over time or occur as a single incident. Bullying hurts other pupils or groups physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. An imbalance of power may also be a factor. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). Physical and emotional bullying may result in psychological damage. Bullying based on protected characteristics is taken particularly seriously.

An isolated incident will be treated seriously and recorded. We are alert to patterns with rigorous pastoral monitoring by Heads of Year and the wider pastoral team, and actively intervene to ensure that a single incident does not become the first of a series.

Types of bullying

• Physical: Deliberately hurting particular people on a regular basis or threatening to do so or taking or damaging their property
• Verbal: Deliberately hurting feelings through name-calling etc. This could involve racist, sexist or homophobic remarks or commenting on issues to do with disability or SEN. What some students might see as 'banter' can in fact be very hurtful to another student and students should be mindful of this. Staff should always take this form of bullying seriously and investigate concerns

arising from this. This form of bullying can also include gossiping about someone behind their backs.
• Ostracising: Making someone feel left out and different by deliberately setting out to exclude them

Types of cyber-bulling

• Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
• Denigration: Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
• Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
• Outing: Sharing secrets about someone online including private information, pictures, and videos.
• Trickery: Tricking someone into revealing personal information then sharing it with others. • Impersonation: Pretending to be someone else when sending or posting mean or false messages online.
• Harassment: Repeatedly sending malicious messages to someone online.
• Cyber-stalking: Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying
• Not liking someone.
• Being excluded from a group.
• Arguments.
• Isolated acts of meanness or expression of unpleasant thoughts or feelings regarding others.

Bullying outside school
Staff at St Augustine's Priory have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, the local shops, or Ealing Broadway. It also refers to cyber bullying (see below).
Where bullying outside school is reported to school staff, it should be investigated and acted on. Such investigations are well documented and will take all the time that is required, whilst parents are informed as appropriate. The Headteacher should also consider whether it is appropriate to notify the Police or Anti-Social Behaviour Coordinator in their local authority of the action taken against a pupil – in Ealing Borough, this is the Safer Communities Team. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member following the guidelines laid out in the Promoting Good Behaviour policy.

Cyberbullying
The rapid development of, and widespread access to, technology has provided a new medium for virtual bullying, which can occur in or outside school. Cyberbullying is a different form of bullying

and can happen at any time of the day or night, with a potentially bigger audience, and more accessories as people forward on content at a click.

Child-on-Child Abuse

Staff should recognise that children are capable of abusing their peers. Child-on-child abuse can include, but is not limited to, online bullying/cyberbullying, gender-based violence, sexting (youth produced sexual imagery), upskirting, physical abuse, sexual harassment, sexual violence, initiation/hazing type violence and rituals. Child-on-child abuse is as serious as any other types of abuse and should never be tolerated or passed off as "banter", "part of growing up" "or having a laugh". Where it becomes evident that child-on-child abuse has taken place, staff should follow the procedures laid out in the Safeguarding Policy. Allegations of how child-on-child abuse will be recorded and dealt with are in the Safeguarding policy. Procedures to minimise the risk of child-on-child abuse are outlined in the Safeguarding policy but are also included in our RADIO toolkit.

What are some of the signs of bullying?

Bullying is serious and may cause psychological damage. Changes in behaviour that may indicate that a pupil is being bullied include that a pupil:

- is frightened of walking to or from school or into school
- is unwilling to go to school
- begins to do poorly in school work
- becomes withdrawn, starts stammering and may experience diminished levels of self-confidence
- regularly has books or clothes destroyed
- becomes distressed
- stops eating
- cries easily
- there may be a change in established habits (e.g. giving up music lessons, change to accent or vocabulary or personal presentation/style
- becomes disruptive or aggressive
- has possessions go 'missing'
- has money continually 'lost'
- starts stealing money (to pay a bully)
- is frightened to say what's wrong, runs away or makes a cry for help by drastic actions of another kind
- makes frequent visits to the School Nurse at the Health Centre with symptoms such as stomach pains, headaches etc.
- has unexplained cuts and bruises
- has frequent absence, erratic attendance, late arrival to class
- chooses the company of adults
- displays repressed body language and poor eye contact
- has difficulty in sleeping, experiencing nightmares etc.
- talks 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 taken as an indication that bullying behaviour may be affecting the child. The School will investigate any such indication and parents will naturally also be vigilant of such behaviours arising, engaging with their child at home.

Preventative Measures

We have the following preventative measures in place in order to ensure that bullying does not become a problem:

- All pupils are briefed thoroughly on the school's expected standards of behaviour on a regular basis, and always at the beginning of the academic year. They are told and reminded regularly what to do if they encounter bullying. They are taught to take an active role in countering bullying behaviour and not to endorse it by being passive or active bystanders. This is taught through assemblies and form time, as well as in PSED / PSHEE and other subjects.

- Our PSHEE curriculum and PSED curriculum in the EYFS are 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.

- Other lessons, particularly RE, English and Drama 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. They also enable discussion of differences between people and the importance of avoiding prejudice-based language but rather, choosing inclusive language.

- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place in line with our policy on whistle-blowing. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.

- All new members of staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying in their induction. They are required to read the school's policy as part of this.

- Staff are aware that bullying can take place anywhere at any time; however, it is most likely to happen outside normal lesson time in communal areas. Therefore, rotas are in place for staff to patrol the site at break and lunchtime. We ensure that we adhere to staffing ratios in the EYFS at all times. Staff are trained to be alert to inappropriate language and behaviour, such as exclusion and social isolation of peers. There is a member of SLT on duty Monday-Friday 8am-6pm.

- Staff are aware that girl-to-girl bullying can involve silent exclusion and therefore pastoral staff should be closely aware of up-to-date friendship groups and teaching staff should actively use seating plans to help understand and prevent incidents as they arise.

- All reported incidents or episodes of observed unacceptable behaviour are recorded and investigated at once. Where these are not observed, the investigation process will be important on assessing the balance of probability of events. We always monitor reported incidents. Records of any incidents are kept securely by the Deputy Head Seniors (Pastoral) and the Deputy Head Of Preps and Pre-Preps and are reviewed regularly in order that patterns of behaviour can be identified and monitored.

- E-safe forensic and Smoothwall monitoring may alert pastoral/senior staff ~~the Headteacher~~ to inappropriate online comments or mistreatment of others.
- We have a strong and experienced pastoral team of Form Teachers, Form Tutors and Heads of Year who support the Deputy Head Seniors (Pastoral) and the Deputy Head of Preps and Pre-Preps. They are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Staff are trained to recognise low-level bullying and behavioural traits in girls' schools.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both targeted children and perpetrators of bullying.
  - Our trained School Counsellor is an important part of our pastoral support service, providing specialist skills of assessment and counselling. She is available every day to give confidential advice and counselling support to pupils. She holds 'Drop-In Sessions' for Seniors and accepts referrals for Preps, where students may also seek support. All members of our pastoral team may refer a pupil to her. We encourage close contact between all school staff and parents/carers, and will always make contact if we are worried about a pupil's well-being. We see our care of pupils as a care triangle, collaborating with families and working together.
- All students and their parents are made aware of the contents of the school's anti-bullying policy and are aware that they can download copies from the school's web site. Hard copies are available from the Head's EA. All students know how to report anxieties to a member of staff and Pulse is used to record regular wellbeing levels of all pupils. Form Teachers follow up and escalate as appropriate.
- There are various posters and sources of information on where pupils can seek help located around the school. These include details of confidential helplines and websites connecting to external specialists, such as Childline, Get Connected, Samaritans, Young Minds etc. There are also helpline contact details in the pupil planner and pastoral pages on the student intranet.
- We operate a 'Big Sister, Little Sister' programme to Year 7 whereby Priory Sixth pupils are encouraged to offer advice and support to younger pupils.
- Prep and Pre-Prep pupils are taught to adopt language such as "Stop it, I don't like it". If it does not stop they should tell a teacher. This message is consistently reinforced in the Seniors where we educate children about the difference between being a bystander and an upstander.
- The whole school has the RADIO toolkit to help build resilience to protect themselves and their peers. Our Inclusion Committee is a means of reporting prejudice-based experience. Sixth Formers are present in The Sanctuary to enable students to report experiences.

Cyberbullying, Sexting and Child-on-Child Abuse - Preventative Measures

In addition to the preventative measures described above, St Augustine's Priory has in place a Digital Responsibility (E-Safety) and ICT Acceptable Use policy which all pupils and staff must adhere to. This policy expects all pupils to adhere to its charter for the safe use of the internet and devices in school, and to adhere to school rules restricting their use.

Students' use of school computers is forensically monitored and inappropriate offensive or abusive comments are flagged up and dealt with by the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads (DSL/DDSLs). Priory 6 pupils are allowed to look at their mobile devices at break and lunchtime in the Priory 6 area only.

Pupils are taught about cyberbullying annually in PHSEE and regularly in form time. A presentation is made to all Prep and Pre-Prep parents at the Curriculum Evening in September, alongside Form III, Lower VI and all new Senior parents. Effective filtering of the school's internet is provided by ICT staff. All parents receive letters notifying them of cyberbullying lessons for their children in advance, with suggestions for how they can support them at home and where further sources of information might be sought.

There is an E-Safety Committee which meets regularly to monitor the effectiveness of policies. This committee includes the Deputy Head Seniors (Pastoral) and the Head of Preps and Pre-Preps, the Head of ICT, ICT support staff, the Head of PSHEE and occasionally will include pupil representatives.

All visitors adhere to these policies as part of their visitor agreement, which is completed on arrival at the school.

Mobile devices are not permitted in pupil areas, including the playground, and this is actively enforced by members of staff. Signage on the gates instructs visitors.

Procedures for dealing with observed or reported bullying:

If an incident of bullying is reported or observed: in

- Pupils have posters telling them what to do if they are being bullied, or they are concerned about a friend being bullied, including cyberbullying and bullying outside of school.
- 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 pastoral team (usually the Form Teacher or Head of Year).
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved (See Promoting Good Behaviour Policy and EYFS Behaviour Policy).
- An investigation will take place. It may be brief or it may require extensive interviews. If necessary, pupils may be interviewed during lesson time.
- The targeted child will be interviewed on their own and asked to write an account of events. This will be done by the Form Teacher or Head of Year. A record of the meeting will be kept.
- The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events. A record of the meeting will be kept.
- In cases of bullying behaviour being observed by staff but not known by the target, staff should liaise with the Headteacher or Senior Pastoral Team to establish how and whether the intended target should be notified. The perpetrators will be treated according to the processes outlined below and a written report by the members of staff will be made for presentation to the relevant Deputy Head / Head (as appropriate). The child who has been targeted will be interviewed separately from the alleged perpetrator. It will be made clear to her why revenge is inappropriate. The student will be offered support to develop a strategy to help herself and to build resilience.
- The alleged perpetrator of bullying will be interviewed separately from the victim, and it will be made clear why her behaviour was inappropriate and caused distress. The pupil will be

offered guidance on modifying her behaviour, together with any appropriate disciplinary sanctions as set out in the school's Behaviour Policy. The Pastoral Team will take care to discern whether a plan of support may be beneficial to this pupil, and action / monitor this.

- Sanctions may include detention, exclusion from school visits and withdrawal of privileges, internal suspension or external suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion. For sanctions for younger pupils, please also see EYFS Behaviour Policy and Behaviour Policy. All sanctions will be issued on a case-by-case basis and will take into account any other circumstances such as protected characteristics or serious mental health issues.

The interview with all girls concerned will involve an appropriate member of the Senior Leadership Team (SLT) and their Form Teacher or other pastoral teacher. This should recognise that suitable support is needed both for children who are being targeted ~~bullied~~ and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Behaviour Policy or EYFS Behaviour Policy.

- A restorative meeting involving all the parties, with close staff supervision, may 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, and if there is reasonable cause to believe that a child is suffering or likely to suffer harm, a bullying incident will be treated as a Child Protection concern. It may be necessary to make a report to the Police or to Ealing Council's social care team. However, it is the policy of St Augustine's Priory 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.

Sanctions and RADIO meetings:

- The school is committed to developing healthy relationships based on mutual respect and the development of resilience and appropriate boundaries. Wherever possible, RADIO will be used to help restore relations and/or help those involved move forward.
- The school will implement disciplinary sanctions which reflect the seriousness of the incident and convey a deterrent effect.
- The school may suspend a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the person bullying does not result in the modification of behaviour to an acceptable level.
- The school will not only work with those involved but will also talk to the year group and staff explaining what the behaviour was, what the school has done to deal with it and what is now expected of students to avoid it happening again. Lessons learned are recorded in Safeguarding Meeting Minutes.

Recording:

- The incident should be recorded on MyConcern. Any witness statements should be signed and dated before they are given to the appropriate senior pastoral member of staff.
- Class Charts may also be used to record and feed into MyConcern as part of our rewards and sanctions behaviour management system.
- All records of bullying and other serious disciplinary offences are securely stored by the Deputy Head Seniors (Pastoral).

- We will distinguish in our records any incidents of bullying based on protective characteristics.
- The Deputy Head Seniors (Pastoral) will inform other members of staff as appropriate as soon as possible.
- In cases of serious or persistent bullying, 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.

Monitoring and Evaluation

This policy is reviewed annually and whenever legislative advice is issued by the DfE and ISI. It is reviewed annually by members of the Safeguarding Committee under the guidance of the governor responsible for Safeguarding. Records of any incidents are kept securely by the Deputy Head Seniors (Pastoral) and reviewed regularly in order that patterns of behaviour can be identified and monitored.

Pastoral oversight and implementation of the policy across the school is regularly made by the Deputy Head Seniors (Pastoral), Head of Preps and Pre-Preps and the Head of Year.

Pupil surveys and Pulse are used to ensure that bullying is not occurring and that, should incidents occur, that they are dealt with swiftly and appropriately in line with the sanctions outlined in the behaviour policy. We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

Training

The school will also ensure that specialist training is available for staff as required to enable greater understanding of pupils' needs including those with protected characteristics.

Specialist organisations

There may be some differences in the definition of bullying on these specialist organisation websites however this policy adheres to the ISI regulatory definition of bullying, as outlined above.

- **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. www.anti-bullyingalliance.org.uk
- **The Diana Award**: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. www.antibullyingpro.com
- **The BIG Award**: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. www.bullyinginterventiongroup.com
- **Restorative Justice Council**: Includes best practice guidance for practitioners. https://restorativejustice.org.uk/

Cyberbullying

- **ChildNet International**: Specialist resources for young people to raise awareness of online safety and how to protect themselves. www.childnet.com
- **Think U Know**: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. www.thinkuknow.co.uk
- **Digizen**: provides online safety information for educators, parents, carers and young people. www.digizen.org

LGBT+

- **Schools Out**: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. www.schools-out.org.uk

SEND

- **Mencap**: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. www.mencap.org.uk
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference. www.changingfaces.org.uk
- **Cyberbullying and children and young people with SEND**: Advice provided on developing effective anti-bullying practice. www.anti-bullyingalliance.org.uk

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. www.theredcard.org
- **Kick it Out**: Uses the appeal of football to educate young people about racism and provide education packs for schools. www.kickitout.org
- **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. www.annefrank.org.uk

This policy is reviewed annually and the next review is Michaelmas 2025.