



Anti-Bullying and Anti-Discrimination Policy

This Policy should be read together with the Behaviour and Discipline Policy of which it forms a part.

Information for Parents: This policy is available on the website and on request.

Our School Policy

A caring school with Christ at its centre. We strive for excellence and every child is encouraged to achieve their potential.

We respect and care for each person in our school community, valuing them for who they are and for all that they achieve.

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Bullying of any form will not be tolerated in the school. It is recognised that bullying and discrimination has a seriously adverse effect on the social and emotional wellbeing of individuals and can cause psychological damage and affect their educational achievements. We therefore do all we can to prevent it as far as practicable by the implementation of an effective anti-bullying strategy and by developing a school ethos in which bullying and discrimination is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying or discrimination incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying and discrimination, and we make clear each person's responsibilities with regard to the eradication of bullying and discrimination in our school.

1. Definition of Bullying

The Department for Children, Schools and Families defines bullying as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms from teasing and

spreading rumours to pushing someone around and causing physical harm. It often happens in front of people.

It includes name calling, mocking, kicking, taking belongings, writing or drawing offensive graffiti, messing around with people's belongings, gossiping, excluding people from groups and threatening others.'

- Bullying is the wilful, conscious desire on the part of an individual or group to hurt, threaten or frighten someone through sustained and ongoing intimidation.
- Bullying can be physical, verbal or emotional.

Examples of physical bullying may include: fighting, damaging or hiding someone else's belongings or clothes, or setting up someone else to get the blame for a breach of school rules.

Examples of psychological bullying may include: excluding someone from a group, activity, or place; aggressive name-calling; unpleasant e-mails, texts or telephone calls; unpleasant material placed on websites. Other definitions of bullying include racial, homophobic, religious, cultural, negative remarks about appearance, nationality, gender, disability, or sexual/ sexist bullying.

- Another form of bullying is Cyberbullying. Cyberbullying is the use of information and communications technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else.

Children are not allowed any unsupervised access to computers including iPads or mobile phones in the school.

- All school iPads and laptops have the lightsaver programme installed for monitoring purposes – please see IT policy for more details.

2. Aims and Objectives

- 2.1 The school understands the seriousness of bullying and discrimination in causing psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour). Staff must always be alert to children who may be vulnerable and at risk from bullying.

- 2.2 The School wishes to enhance pupil's self-esteem. It aims to provide pupils with a secure, caring environment in which bullying is not ignored, condoned nor tolerated. It cannot do this alone; all members of the school – and this includes Staff, Parents, and Governors, as well as pupils – have a responsibility to show that they believe that any form of bullying is unacceptable – and to set an example which reflects that view.
- 2.3 All members of the school should help to create an atmosphere in which bullying will be spoken of openly, taken seriously and responded to with appropriate action. Anyone who is being bullied (including cyber-bullying or bullying whilst outside the school premises) should tell his/her parents, and preferably his or her teacher or another member of staff. It is important that any cases of bullying are reported to someone whom the victim feels able to talk to. The school wants to help, and has experience of doing so.
- 2.4 In particular the school expects its members to follow this code:
- Treat each other with respect and sensitivity
 - Think carefully before speaking/acting in ways which may cause arguments
 - Respect difference and variety (of origin, personality, and interests) – remembering that everyone has both rights and duties
 - Realise that sometimes what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual)
 - Work together to create a school in which people live harmoniously
 - Help protect and build up those who are sad or vulnerable
 - Make a stand against those who ignore or go against these aims.
- 2.5 Positive values of mutual respect and concern will be promoted by explicit encouragement in a wide range of contexts from assembly and tutorial time-periods to informal discussion. The PSHE course will address the topic of bullying periodically in all forms. Teachers will remind pupils at the start of each academic year of their responsibility to ensure that bullying and discrimination does not occur and to talk to a member of staff if they witness or suspect bullying or discrimination. (This is an on-going process).

3. Procedures

- 3.1 If a child wishes to report an incident of alleged bullying it must be reported to a member of staff, during school breaks to the housekeepers, the member of staff on duty. The child can also write their name on a piece of paper and place it in the Green Box and a member of the safeguarding team will speak to them. This is checked daily (see section 3.3). This will be passed to the relevant class teachers, who will liaise with the Deputy Head (Pastoral), and/or Head Teacher, parents and the Safeguarding Leads if necessary.
- 3.2 The Head Teacher supports the Staff by implementing the School's Behaviour and Discipline Policy, which makes it clear that the sanctions for bullying are strong and may include expulsion in cases of severe and persistent bullying.
- 3.3 A record will be kept to record any bullying behaviour that includes observed, reported bullying or discrimination and the Deputy Head (Pastoral) and the Designated Safeguarding Leads will identify any patterns that may occur. Class teachers write down any incidents of bullying behaviour on CPOMs. The housekeepers report to class teachers if any incident occurs during break or lunchtime and record this on CPOMs. This is looked at on a regular basis by the Designated Safeguarding Leads, Mrs. G. Jackson or Mrs J Thomas who will act if necessary, on the information received. Class teachers make a note of any incidents that occur and if of a serious nature or concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm (as outlined in section 1 of this policy), will report to the Deputy Head (Pastoral) and the Designated Safeguarding Leads who will then deal with the matter appropriately, the incident, follow up actions and findings including who was involved, what happened, when and where are recorded. These are placed in the Bullying log, Behaviour and serious incident log if deemed necessary. These matters are reported to the Headteacher at regular meetings, but immediately if deemed appropriate.
- 3.4 We use educational elements in the first instance, such as: the Jigsaw (PSHE) program, assemblies, projects, drama, stories, literature, historical events and current affairs to tackle the subject of bullying.

4. The Role of Parents

- 4.1 Parents who are concerned that their child might be a victim of bullying of any kind, including online through social media sites and outside school, or who suspect that their child may be the perpetrator of bullying, should contact their child's Teacher immediately. The child should be encouraged to talk to his/her Teacher or Deputy Head (Pastoral) about any worries or concerns.
- 4.2 Parents should watch for signs of distress in children, including reluctance to attend school, complaints about minor illnesses, missing possessions and apparent isolation.
- 4.3 If necessary help the Staff in devising strategies that will provide support for your child both in and out of school.
- 4.4 Parents have a responsibility to support the School's Anti-Bullying and Anti-Discrimination Policy and to actively encourage their child to be a positive member of the school.

5. The Role of Staff

- 5.1 Staff in our school take all forms of bullying and discrimination seriously and are aware of the school policy, through training of how to intervene to preventing incidents from taking place. They keep their own records of all incidents that happen in their class.
- 5.2 If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a sanction implemented for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child is wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these discussions have proven ineffective, the Head Teacher after discussion with the Safeguarding Leads may contact external support agencies such as the Brentwood Catholic Children's Society.
- 5.3 Teachers attempt to support all children in their class and also to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. When there is a reasonable cause for concern about abuse by one or more pupils against another pupil (child on child abuse) or reasonable suspicion that a child suffering or likely to suffer significant harm it should be immediately referred

to the Designated Safeguarding Leads and will be dealt with as a Safeguarding/Child Protection matter are referred to Essex Safeguarding Children's Board for further advice in the usual manner. In the event of disclosures about pupil on pupil abuse all pupils involved, whether perpetrator or victim, are treated as being 'at risk'.

- 5.4 Guidance on the use of technical devices within the school environment is clearly outlined in the Safeguarding and IT policy.
- 5.5 We are continually raising awareness of staff through training and when courses are attended, all members of staff are given feedback on new or updated issues during staff meetings. Such training will also identify places and times where bullying is most likely to occur. All such courses and staff training sessions/meetings are recorded.

6. The Role of the Head Teacher

- 6.1 It is the responsibility of the Head Teacher to implement the school anti-bullying and anti-discrimination strategy and to ensure that all Staff (teaching and non-teaching), are aware of the School Policy and know how to deal with incidents of bullying and discrimination. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying and anti-discrimination policy.
- 6.2 The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why sanctions are to be implemented.
- 6.3 The Head Teacher sets the school climate of mutual support and praise for success, so making bullying and discrimination less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be a part of their behaviour.

7. The Role of the Governors

- 7.1 The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying or discrimination to take place in our school, and that any incidents of

bullying or discrimination that do occur are taken very seriously and dealt with appropriately.

- 7.2 There is a designated Safeguarding Governor who formally reports to the Governing body each year. In the interim period the designated Governor keeps the governing body updated on urgent matters relating to safeguarding and child protection issues.

The governors require the Head Teacher to keep accurate records of all incidents of bullying and discrimination and to report to the Governors on request about the effectiveness of school anti-bullying and anti-discrimination strategies.

8. Monitoring and Review

- The Designated Safeguarding Leads meet weekly.
- CPOMs is monitored every half term.
- We discuss any pupil updates at our weekly (Monday) staff meetings.
- The Deputy Headteacher (Pastoral) meets weekly with the Housekeepers.
- The Deputy Headteacher (Pastoral) meets with the Safeguarding Team every half term and more frequently if any situation requires it and keeps the bullying and behaviour logs updated.
- The Deputy Headteacher (Pastoral) is the first point of contact for any serious breach of this policy.
- The Safeguarding Governor meets formally each term with the Designated Safeguarding Lead and the Deputy Safeguarding Lead and more frequently if any situation requires it.
- The Headteacher reports back to the Governors about the effectiveness of the policy.