



Anti-Bullying Policy (Senior and Junior Schools) Updated June 2024

General Statement

The Board of Directors values the good relationships fostered by the school, and expects that every allegation of bullying will be taken seriously. St Johns will always encourage pupils to express their concerns regarding bullying and under no circumstance to suffer in silence. St John's is committed to this policy throughout all stages of the school from Early Years Foundation Stage through to Year 11 pupils.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general (including psychological damage and, in extreme cases, potentially suicide) and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable in St John's School and will not be tolerated.

Further guidance can be obtained from "Preventing and tackling bullying" set out within DFE guidance July 2017. This documentation has replaced the DSCF Guidance: Safe to Learn, Embedding Anti-bullying work in schools.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection
- Equal Opportunities
- Behaviour management
- Praise, Rewards and Sanctions
- SEND
- Suspension, Required Removal & Exclusion Policy
- Jigsaw PSHCE & RSE Policy and Schemes of Work

AIMS AND OBJECTIVES

- The school has a duty of care to safeguard and promote the welfare of each pupil
- All pupils should expect the right to feel safe and secure at all times
- To demonstrate that the school takes bullying seriously and will not be tolerated
- To take measures to prevent all forms of bullying and cyberbullying in the school and on off-site activities



- To support everyone in the actions 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 promote an environment where it is not only acceptable and just to tell someone about bullying but actually an expectation, irrespective of whether the reporting pupil is a victim or indeed a witness
- To encourage pupils to cooperate and care for each other, to understand and respect individual religious/cultural differences, feelings and emotions of others
- There is an expectation that pupils who bully or encourage bullies will consciously work with staff or peer support where appropriate to modify their behaviour. The bully/bullies must know clearly the consequences of any renewed bullying.

Definition of Bullying

Bullying is deliberately hurtful behaviour whether it is emotional, physical or psychological, repeated over a period of time and is often motivated by prejudice against particular groups and it is difficult for those being bullied to defend themselves. Vulnerable groups include race, religion, culture, sex, gender, homophobia, SEND, or because the child is adopted or a carer. It may occur directly or through cyber-technology.

Seriousness of Bullying

The seriousness of bullying both physical and emotional cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery, it undermines their confidence and self-esteem, and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

Definition of Cyberbullying

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Children who are being cyberbullied are often bullied in person as well. Additionally, children who are cyberbullied have a harder time getting away from the behaviour. Cyberbullying can happen 24 hours a day, 7 days a week, and reach a child even when he or she is alone. It can happen any time of the day or night. Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. Deleting inappropriate or



harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Mobile phones and computers themselves are not to blame for cyberbullying. Social media sites can be used for positive activities, like connecting children, particularly Boarders with friends and family, helping students with school, and for entertainment. But these tools can also be used to hurt other people. Whether done in person or through technology, the effects of bullying are similar.

Responsibilities

The Board of Directors will liaise with the Head of School over all anti-bullying strategies, and individual cases where appropriate.

The Head of School

The Head of School has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

The Head of School will:

- Ensure that all staff have an opportunity of discussing strategies and reviewing them
- Determine the strategies and procedures
- Discuss development of the strategies with staff
- Ensure appropriate training is available
- Ensure that the procedures are brought to the attention of all staff, parents and pupils
- Report annually to the governing body any cases of bullying.

The School Leads will:

- Be responsible for the day-to-day management of the policy and systems
- Keep the Head of School informed of incidents
- Identify patterns through the central collection of incident reports recorded in the Bullying Incidents book held in the Head's room
- Arrange relevant staff training including reference to potentially vulnerable groups such as SEND pupils. Specific reference will be made to sexualised, sexist and homophobic bullying
- Determine how best to involve parents in the solution of individual problems
- Make a report to the Head of School as and when required.

Teachers will:

- Be responsible for ensuring that the school's positive strategies are put into practice
- Know the school's procedure and deal with any incidents that are reported
- Be responsible for liaising with the Head over all incidents involving pupils in their form



- Be involved in any agreed strategy to achieve a solution
- Take part in the anti-bullying programme in the PSHCE course
- Take part in the anti-cyberbullying programme in the PSHCE course
- Work consciously with the bully/bullies to modify their behaviour.

All Staff will:

- Know the policy and procedures
- Deal with incidents according to the policy
- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity
- Understand that children with SEND are more vulnerable to being bullied.

The Head of Boarding will:

- Be responsible for ensuring that the school's positive strategies are reflected within boarding as part of the boarding induction and is an ongoing process
- Be responsible for liaising with School Leads over all incidents involving pupils in the boarding house
- Be involved in any agreed strategy to achieve a solution and ongoing monitoring.

Anti-Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of bullying through a PSHCE programme, school assemblies, the school council, use of tutorial time and in programmes of study as appropriate.

The School Leads are responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHCE programme

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

Procedures

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy.

All staff should be aware of these possibilities and to report promptly any suspicions of bullying to the School Leads.



Pupils will be encouraged to report incidents of bullying.

Dealing with Incidents

- If bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher approached, they will complete the bullying log form and hand this to the School Leads.
- St John's School is a multicultural school. If a racial element to the bullying is suspected the Head must be informed immediately.
- The School Leads will interview all the parties and make a record
- Staff teaching the bullied pupil and the form tutor will be informed
- The Form Tutor and Head (Head of Boarding with regards to boarders) will determine in consultation with the School Leads the appropriate strategy to combat the bullying
- The Form tutor and School Leads will oversee the implementation of the strategy
- Parents will be kept informed by the School Leads.
- Any sanctions against the bullies will be determined by the Head and the serious risk of exclusion will be clearly explained to the offender.

Bullied Pupils

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support determined by the School Leads in consultation with the pupil.

Pupils with SEND

Pupils with SEND are, statistically, likely to be bullied more often in school than their peers without SEND. St Johns school recognises this and will ensure that pupils with SEND who are being bullied must:

1. Make sure the child knows they would be listened to and have a safe place to talk about the incident;
2. Believe the Child– in addition to knowing they would be listened to, children and young people need to know they will be believed and given the time and space they need to explore their feelings about the bullying incident;
3. Offer support for all, not only the victim but the bully as well;
4. Support children to develop friendships - many disabled children speak of high levels of exclusion and isolation within their peer groups and felt that support to develop and sustain friendships would prevent bullying from reoccurring;
5. Offer support to understand their own behaviour - many disabled children and young people spoke of how sometimes they didn't understand that their own behaviour could be perceived as bullying by other children and young people. They wanted support from school staff to learn about and understand how their behaviour impacted on others and to learn how this could be perceived by others;



6. Appropriate, individualised intervention from teachers - when reporting bullying, disabled children and young people want time to talk with school staff and to agree in partnership the appropriate response to this;
7. Supervision and support: Many disabled children valued having supervision outside of lessons. This reassured them - knowing there was someone there to turn to if bullying occurred - and they felt this deterred other students from bullying them;
8. Relationships with school staff – positive relationships with school staff based on trust was a key feature of most of the suggestions made by disabled children and young people.

Sanctions

Any of the school's formal punishments can be used against bullies. For persistent offenders or incidents considered as gross acts of aggression a pupil could be permanently excluded.

Involvement of Parents

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and take a positive approach to educating pupils to combat it.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate in consultation with the School Leads/designated Teacher.

Parents will be informed of the policy and procedures and the possibility of permanent exclusion following gross acts of bullying.

Involvement of Pupils

Pupils will be involved in the positive strategies both through the school council and tutor groups. All pupils are made aware of their responsibilities and that by doing nothing to report or prevent bullying they are contributing to the problem.

Role models will be encouraged through the use of rewards and awarding of responsibilities, such as becoming prefects and leading tours of the school.

A major part of the PSHCE programme will consist of educating pupils in how to cope with bullying.

Counselling

The school is prepared in appropriate cases to arrange external counselling for both bullies and the bullied.



ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

Reporting and Recording

All incidents must be recorded using CPOMs.

Monitoring and Review

The Safeguarding and Pastoral Team will keep and consider reports on serious incidents. The Head will consider the reports with the staff to determine what can be learned from the incidents and how they were handled with a view to improving the school's strategies.

The Head will make a report to the Board of Directors as and when required.