



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire



'Children in our heart, Christ at the centre'
'We love, we learn and we live'

Name of Policy	Anti-bullying including cyber bullying
Reference Number	
Date of e-signoff	June 2025
Headteacher	Katrina Straker
Chair of S&A Governors	Anne Taylor
Date for review	June 2027

Anti-bullying including cyber bullying policy



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The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

Introduction

St. Anthony's strives to provide a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised. The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community.

At St. Anthony's, bullying behaviour is contrary to our school ethos. Bullying is a concern for all of us, including pupils, teaching and non-teaching staff, parents and governors. The school will react firmly and promptly to cases of bullying.

What is bullying?

Bullying is behaviour which:

- deliberately makes another person feel uncomfortable, distressed or threatened;
- is repeated over time;
- makes those being bullied feel powerless to defend themselves;
- can include racist, sexist, homophobic behaviour or other forms of prejudice.

Bullying may take many forms, such as:

- physical: e.g. hitting, pushing, kicking;
- name-calling and verbal abuse: face-to-face, in writing, by phone, on-line, or by text message;
- making racist, sexist or gender-based comments, jokes or graffiti;
- making threats;
- taunting or mocking;
- spreading rumours;
- making jokes to make someone look 'small';
- shutting out a person;
- ganging up on someone;
- refusing to co-operate with someone;
- hiding equipment or other possessions;
- demanding money or possessions;
- Cyber bullying.

Cyber Bullying

There are many types of cyber bullying. Although there may be some of which we are unaware, here are the more common:

- **Text messages** - that are threatening or cause discomfort

- **Picture/video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
- **Mobile phone calls** - silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- **Emails** - threatening or bullying emails, often sent using a fictitious name or somebody else's name.
- **Chat room bullying** - menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Instant messaging (IM)** - unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.
- **Face time calling** – e.g. Zoom, Whatsapp, Teams etc.
- **Gaming** - d

See computing policy for more details.

At St Anthony's we take cyber bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning or a parental discussion. Clearly, more serious cases will result in further sanctions. Technology allows people to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe. Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS - Parents Over Shoulder, TUL – Tell You Later) make it difficult for adults to recognise potential threats. emojis

Sexual Harassment

At St Anthony's, we have a zero-tolerance approach to all forms of sexual harassment. Sexual harassment, whether verbal, physical, online or in any other form, is completely unacceptable and will not be tolerated under any circumstances.

We are vigilant in identifying, challenging and addressing any incidents of sexual harassment among our pupils. All members of our school community – staff, pupils and parents – have a shared responsibility to create a safe and respectful environment. We actively encourage anyone who witnesses or experiences sexual harassment to report it immediately, knowing their concerns will be taken seriously and acted upon promptly.

Our staff receive regular training to recognise the signs of sexual harassment and to respond effectively. Every reported incident will be thoroughly investigated and dealt with according to our behaviour and safeguarding policies, with appropriate support provided to those affected.

St Anthony's is committed to ongoing education and open dialogue with pupils about respectful behaviour, consent and equality, so that everyone feels safe and valued.

Behaviour that is not bullying:

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. **It is bullying if it is done several times on purpose.** 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. We all have to learn how to deal with these situations and develop social skills to repair relationships.

St. Anthony's works to combat bullying by involving pupils in:

- producing a pupil-friendly version of this policy;
- involving pupils in peer mediation training;
- opportunity to discuss concerns via The Listening Ear Box;
- PDL activities and assemblies;
- displays of appropriate work;
- discussion at School Council;
- personal consultation with the ELSA (Emotional Literacy Support Assistant).

Raising awareness in staff, parents and governors through:

- awareness-raising sessions for teaching and non-teaching staff;
- school brochure and other publications to parents/carers.

Providing guidance at an appropriate level

- lessons and support for children regularly about recognising and dealing with bullying;
- providing a Parents Code of Conduct to ensure staff are supported;
- policies and guidance for staff to work within;
- clarity of procedure for all parties to follow.

GUIDANCE AND ADVICE- When Children Are Being Bullied

Recognising the signs of bullying

Someone who is being bullied may:

- be unwilling to go to school;
- regularly have books/clothes damaged;
- have possessions 'go missing';
- continually 'lose' money;
- begin doing badly in schoolwork;
- have unexplained bruises, scratches and cuts;
- ask for money or begin stealing money;
- become withdrawn or start stammering;
- have noticeable and prolonged changes in mood;
- become distressed;
- become bad-tempered;
- refuse to say what is wrong;
- lose appetite, or start overeating;
- cry himself/herself to sleep or have nightmares;
- parents/teachers recognise any unexpected or sudden change in behaviour.

For parents/carers ...

Any of the behaviour above may indicate other problems. However, if you become aware of and are concerned by any of this behaviour and think your child is being bullied:

- encourage him/her to talk about the problem;
- encourage him/her to talk to a staff member;
- reassure him/her of your support;
- try to listen calmly and not overreact;
- attempt to find out when and where bullying takes place. Is there a pattern?
- contact the class teacher to discuss the problem;
- work with the class teacher to support your child within or outside school.

For staff...

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by following the procedure that is contained within the policy.

A member of SLT will:

- arrange for support and reassurance for the pupil;
- interview the person responsible for the bullying;
- contact parents/carers when necessary;
- take any appropriate disciplinary action;
- work with pupils, parents/carers and other teachers to support those involved and prevent the bullying.

For pupils ...

The following ideas have been suggested by pupils on the School Council:

- tell someone you can trust, like a teacher, a close friend or use the Listening Ear Box;
- try not to show you are upset and think about how special you really are;
- use peer mediators;
- be assertive but never hit back;
- walk away quickly and confidently - be proud of who you are;
- remember your safety is more important than your possessions.

If you think that you are experiencing cyber bullying:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- There's plenty of online advice on how to react to cyber bullying. For example, www.thinkuknow.co.uk/parents and <https://www.ceop.police.uk/> have some useful tips:

Text/video messaging

- Don't reply to abusive or worrying text or video messages, tell a trusted adult immediately.
- Don't delete messages from cyber bullies, keep or take screen shots. You don't have to read them, but you should keep them as evidence.
- If the calls are simply annoying, tell a teacher, parent or carer.

Emails

- Never reply to unpleasant or unwanted emails — the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence and tell an adult about them.
- Never reply to someone you don't know.
- Replying simply confirms your email address as a real one.

Web bullying

- If the bullying is on a website tell a teacher or parent, just as you would if the bullying were face-to-face – even if you don't actually know the bully's identity.
- Serious bullying should be reported to School Leadership Team (SLT) and appropriate action will be taken.
- If necessary, a "Serious Incident" form will be completed by a member of SLT and parents of both sides will be informed.

Chat rooms and instant messaging

- Never give out your name, address, phone number, school name or password online.
- It's a good idea to use a nickname; don't give out photos of yourself.
- Don't accept emails or open files from people you don't know.
- Tell your parents/carers if you feel uncomfortable or worried about anything that you see/hear.
- Think carefully about what you write; don't leave yourself open to bullying.
- Don't ever give out passwords to your mobile or email account.

PROCEDURE FOR DEALING WITH BULLYING INCIDENTS (CHILDREN)

Stage 1

CONCERN RAISED VIA THE LISTENING EAR BOX OR BY CHILD OR PEERS.

Stage 1

CONCERN RAISED BY PARENT DIRECT TO SCHOOL OR INCIDENT OBSERVED BY TEACHER.

Stage 2

ELSA Interviews the pupils involved and mediates between the parties bringing the situation to resolution. ELSA logs the incident in the Listening Ear Log Book. Description of incident, time, date, place and action taken.

Stage 2

Teacher or Senior Midday Supervisor (SMDSA) interviews pupils and mediates between the parties bringing about a resolution. If dealt with by the SMDSA the class teacher must be informed. Appropriate incident form to be completed.

Stage 3

If the incident is thought to be serious or ongoing ELSA to discuss with the class teacher who will then decide if contact with the parents is necessary.

Stage 3

If the incident is thought to be serious or ongoing parents will be invited into the school or phoned and the situation will be discussed and appropriate action taken.

Stage 4

Seven days later ELSA to have an informal follow up after the incident and Log if the incident can be closed.

Stage 4

Seven days later teacher to have an informal follow up after the incident and Log if the incident can be closed and parents informed.

Stage 5

If any further incidents are reported to the ELSA, after reconciliation has been achieved then the process begins again involving the class teacher the Head Teacher or the Assistant Head.

Stage 5

If any further incidents are reported by the parents or the pupils after reconciliation has been achieved then the process begins again, involving the class teacher the Head Teacher or the Assistant Head and the parents of both parties involved.

The Headteacher or Assistant Headteacher will monitor that the correct procedure is followed by all parties at all times through regular liaison with all adults concerned.

This policy was reviewed by representatives of Governors, parents/carers, teaching and non-teaching staff and pupils in line with County guidelines. This policy is in line with and embraces the Race Relations Amendment Act (2000).