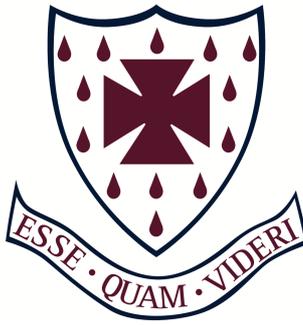


S. Anselm's School



Policy Title: Anti-bullying Policy

Policy Category: Pastoral

Policy Number: 3

Policy Owner / Author:	Mrs A. Whawell
Approved by:	Head
Date Approved:	May 2024
Next Review Date:	May 2026
Version:	1.0
Related Policies:	Safeguarding and Child Protection Policy Online Safety Policy Exclusion Policy Behaviour Management Policy Teacher Handbook
Confidentiality Label:	<input type="radio"/> Internal Use Only <input type="radio"/> Parent Web Page <input type="radio"/> Public Document
Contact for Queries:	

✦ This document is controlled and reviewed as part of the School's policy management process. Please refer to the school's website or Teams to ensure you are using the most up-to-date version.

Bullying

Since figures show us that one child in five is bullied in school, it is essential that S. Anselm's takes a very positive role to prevent bullying in school and emphasise a zero-tolerance approach. There is no legal definition of bullying. However, it's usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and can often aimed at certain groups, for example because of race, religion, gender or sexual orientation. *commonslibrary.parliament.uk/research-briefings/cbp-8812/ (2020)*

Bullying is not a topic dealt with lightly by the Head and at school. Incidents and accusations of bullying at S. Anselm's School are taken seriously, researched thoroughly and appropriate action is taken.

As the topic is such a serious one, all staff are encouraged to voice any suspicion of bullying within the school at Staff Meetings or Phase Meetings, and more immediately to the Head or Head of Phase in person. All staff must always be vigilant and particularly at break times. When on duty, they must patrol regularly, and they must include places like the changing-rooms and toilet blocks where bullying could occur.

The children are addressed quite openly if it is felt something is amiss by form teacher, Head of Phase, or the Head, dependent on circumstance. Every child also receives annual education about bullying and they are given a leaflet, "**Bullying is wrong**" (Appendix 3), which outlines what bullying is, how they should respond if bullied, and the action that the school will take. The leaflets are handed out in November to coincide with National Anti-Bullying Week and these are also displayed in classrooms, reminding pupils of our expectations, and giving guidance about dealing with bullying. Two age specific leaflets have been developed - one is for the younger members of our community and the second one is for the older pupils from Years 6-8. In September 2022 we added this information to the pupil planners too, so this information is more widely available.

Parent concerns are taken seriously and investigated fully. To coincide with annual the work with pupils, a leaflet about our Anti-Bullying procedure is sent to every parent every second year (2021, 2023, 2025....), alternating with a reminder in the school's weekly bulletin in the Prep School (Appendix 4). This information is sent out to coincide with National Anti-bullying Week and the education programme and activities in school with the pupils. The Anti-bullying Policy is also displayed on the school website.

1. Introduction

The role of this policy is twofold: - primarily, while not detracting from the responsibility of Boards of Governors, Trustees and senior management, it is to support the school in developing a 'whole school' approach to handling bullying. Secondly, the policy aims to assist help the school to make the entire school community - that is pupils, parents, teachers and those agencies who work with/in school - more cognisant of bullying behaviour. It is particularly important that the issue of bullying be placed in a general

community context to ensure co-operation of all local agencies in dealing appropriately with it.

The function of the school is to provide the optimum standard of education for all its pupils. A safe and secure environment is essential to achieving this goal. Bullying thrives in an atmosphere of uncertainty, secrecy, and fear and by its very nature undermines and weakens the quality of education and imposes psychological damage. Therefore, bullying is an issue which must be positively and firmly addressed through school and local community-based measures and strategies.

Bullying affects not only those immediately involved – it affects everyone in the classroom, families, the school community and ultimately, the wider society. A high degree of collective vigilance is needed if bullying is to be detected and dealt with in an appropriate way.

2. What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is easily understood by the acronym STOP – Several Times On Purpose. In September 2020 the DfE updated their own definition to include a serious one-off incident and we have consequently expanded our definition here at S. Anselm's.

Bullying can take many forms (for instance, physical aggression or cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups with protected characteristics, for example on grounds of race, religion, gender, sexual orientation, special educational needs and disability or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. When bullying incidents involve those with protected characteristics, these are recorded within a Protected Characteristic Log which can be found stored securely in the school office.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. (DfE, 2014)

Bullying thrives in an atmosphere of uncertainty, secrecy and fear, so if S. Anselm's is true to its committed, caring, community ethos, there should be much less room for the bully to succeed. It would be naïve to believe that all pupils are going to get on well all the time, but it is up to all staff to ensure that few opportunities exist for the wilful,

conscious, and sustained desire to hurt, threaten or frighten. A safe, secure and positive environment is crucial to ensure that as little bullying as possible exists.

When potential bullying flagged at S. Anselm's School, it should be investigated thoroughly, the victim supported and the perpetrator educated and disciplined as appropriate. Stopping violence and ensuring immediate physical safety is a school's first priority but emotional bullying can be more damaging than physical; judgements about each specific case should be made following thorough, careful and sensitive investigation.

3. Types of Bullying

Bullying generally is repeated, with intent, and can cover a very wide range of activity: -

a. Pupil Behaviour

i) Physical aggression

This includes pushing, shoving, kicking and punching – it may also take the form of severe physical assault. In extreme cases, weapons, such as knives, might be used.

ii) Verbal

Here the voice is used as a weapon. It may be in the form of persistent name-calling directed at the same individual(s) which humiliates, hurts or insults. This bullying is often directed at the victim because of physical appearance, accent or distinct voice characteristics and academic ability of both high and low achievers. Name-calling may also take the form of suggestive remarks about a pupil's sexual orientation. Bullying can therefore also be racist, sexist and/or homophobic and can pick out protected characteristics.

iii) Intimidation

This is based on the use of very aggressive body language and tone of voice where the victim is pressurised to do something that he/she does not want to. The bully's facial expression or 'look' can convey aggression and/or dislike. Threats are consistently used to undermine the victim's confidence. This can also be experienced online and be conveyed in the use of language and tone.

iv) Exclusion

This practice is usually initiated by the bully. The victim is purposely isolated, excluded or ignored by some or the entire class group. It may be compounded by circulating notes, whispering insults which can be overheard by the victim or writing derogatory remarks on whiteboards or in public places or online.

v) Extortion

Money or favours may be demanded, and the victim threatened if he/she does not pay up promptly. The victim may be coerced into stealing for the bully. Such tactics may be employed solely to incriminate the victim and can be in person or online.

vi) Damage to property

The bully may focus on the victim's property. As a result, schoolbooks or other personal property may be damaged, stolen or hidden.

vii) Cyber bullying (See also the Online Safety Policy and Appendix 5)

Given the increasing methods of electronic communication (and updates to the 2023 KCSIE) it is essential that the school is aware of bullying taking place by online methods of communication. Cyber bullying is taken very seriously at S. Anselm's and we have an appendix attached to this policy which explores how we deal with cyber-bullying. At school we have a no-phone policy, and although this does not completely stop Cyber bullying, it does reduce its likelihood in the school day.

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of a threatening or insulting nature. Cyberbullying can occur through email, instant messaging, social media, online gaming platforms or any other form of digital communication. It can be difficult to identify cyberbullying, as it can be done anonymously and sometimes persists even after the victim has changed online platforms or deleted their account.

Cyber bullying is the use of information & communication technology (ICT), particularly mobile phones, email and the internet, deliberately to upset someone. Cyber bullying is a particularly pernicious aspect of bullying and is recognised as posing significant risk to the welfare of children. Current research into the extent of cyber bullying indicates that it is a feature of many young people's lives. Cyberbullying can have serious consequences for the victim, including depression, anxiety and in extreme cases, suicide.

Cyber bullying can have a seriously detrimental impact on a victim for several reasons.

- The sense of invasion of an individual's home and personal space.
- The anonymity (at least initially) of the bully.
- The difficulty in controlling electronically circulated messages/images.
- The ability to broadcast upsetting messages and images to a potentially huge audience.
- The opportunity for others to become involved in the bullying activity.

Examples include:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed or isolated or harassed, sometimes with images sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, Snapchat, Instagram, Skype etc.).
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites.
- **Social networking sites** - There has been a very significant increase in the use of social networking sites for young people, which can provide new opportunities for cyberbullying.
- **Tweeting** from a mobile device has now become another electronic media which has the potential for bullying.
- **'Chat'** on Microsoft Teams which is unkind or malicious
- **Impersonation** when a person may try to pretend to be the person they are cyberbullying to embarrass, shame or hurt. This may include hacking, catfishing and making fake profiles.
- **Harassment** including methods such as text, emails designed to make the victim scared, embarrassed or ashamed of themselves. A group chat may be used to gang up on a person or posting untrue things on social media sites is a way of publically hurting the person.
- **Other examples** include posting degrading photos without consent, sharing personal information which could make the victim feel unsafe, circulating rumours and posting footage of a victim being physically or verbally bullied.

People may often try to downplay cyberbullying by saying it was just a joke. However, any incident that continues to make a person feel shame, hurt, or blatantly disrespected is not a joke and should be addressed. People who engage in cyberbullying tactics know that they've crossed these boundaries, from being playful to being harmful. Cyber harassment, cyberstalking and revenge porn and sextortion are extreme forms of

cyberbullying and should be treated as such. In these cases the Safeguarding Policy should be followed.

School's monitoring and filtering is outlined within the school's Online Safety Policy.

When learning becomes remote from school and virtual (such as that following from the Covid March 2020 epidemic) the risk of cyberbullying increases. A code of online etiquette has been drawn up and this is attached as Appendix 6.

b. Teacher Behaviour

A staff member's conduct is an important factor in modelling positive, inclusive behaviour and following up any concerns carefully and promptly is key. (Teacher Handbook outlines our code of conduct). Unwittingly or otherwise, a teacher may engage in, instigate or reinforce bullying behaviour by humiliating a pupil who is academically weak/outstanding or vulnerable in other ways or by using gestures or expressions which are intimidating and threatening.

c. Peer on Peer

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Allegations of bullying can meet Safeguarding thresholds. Refer to the Safeguarding Policy.

4. Effects of Bullying

Although victims often remain silent, changes of mood and behaviour can be indicative of their suffering. Victims of bullying feel helpless and overwhelmed by the power that the bully exercises. This leads to insecurity, increased fear, loss of confidence and consequent lowering of self-esteem. Thus, the victim becomes more vulnerable. Bullying can affect a pupil's attendance. In extreme cases, bullying can lead to self-harm, increased mental health issues and even suicide. Vigilance about any behavioural changes is important, as early intervention is crucial.

5. Signs and Symptoms of Bullying Behaviour

A pupil who is being bullied may display some of the following signs and symptoms:

- A pattern of physical illness, eg. Stomach aches, headaches.
- Anxiety about travelling to and from school: wanting to be taken to and collected from school, avoiding regular times for travelling.

- Changes in temperament and/or behaviour perhaps including anxiety, depression, low mood or violent behaviour or high levels of stress.
- Signs of anxiety or distress – difficulty in sleeping, not eating, weeping, bed-wetting, nightmares, stammering, becoming introverted or unsociable.
- Possessions and/or clothing are damaged or missing.
- Increased requests for, and/or stealing possessions/sweets and possibly money.
- Unexplained bruising or cuts.
- Deterioration in educational performance or loss of enthusiasm and interest in school.
- Reluctance and/or refusal to say what is troubling him/her.

Individually, these signs and symptoms do not necessarily mean that a pupil is being bullied. However, if there is a combination or repetitive occurrence of these, then further investigation is needed to determine what is affecting the pupil. Fortnightly pastoral meetings have an emphasis on pupil wellbeing and concerns are also raised at weekly staff meetings at S. Anselm's School. We also have a 'Thoughts' box for pupils to post concerns at the Prep School and a 'Worry Monster' so Pre-prep can share their concerns too. Knowing the children, in our small class sizes, remains key.

6. Characteristics of Bullying Behaviour

Bullying is a persistent, predominately secretive activity with intent to hurt.

Any child can be bullied through no fault of their own. Research from the Department for Education looking at pupils in year 10 found that: 40% of young people were bullied in the last 12 months. 6% of all young people had experienced bullying daily. 9% between once a week and once a month. (From the Anti-Bullying Alliance 2024).

The victim may be perceived to be different, he/she may be sensitive, emotional, passive, a loner, successful – socially or academically, or may be a victim of abuse at home. The victim may include those with protected characteristics. During normal activity, pupils may tease or taunt each other. However, there comes a time when this can develop into bullying behaviour. While some pupils can unwittingly behave in a provocative manner attracting bullying behaviour, 90% of bullying victims are passive.

It is generally accepted that bullying is a learned behaviour, which can be carried out by an individual or a group. The bully is often insecure, can be an underachiever with low self-esteem, is power seeking, a show-off, jealous and less motivated than his/her peers. He/she can lack any sense of remorse and can convince himself/herself that the victim deserves the treatment meted out.

It is important that schools recognise that any pupil can be a victim of, or perpetrator of, bullying behaviour. This is why S. Anselm's staff carefully and thoroughly investigate bullying, whether raised by a pupil, their parent(s) their friend(s) or when following up on wellbeing and pastoral issues/observation.

7. Where does bullying happen?

Bullying in school often takes place at times when pupils are more loosely supervised such as at break times or in the changing rooms or in a dorm. Bullies can take advantage of their victim when there is no adult in authority to check their behaviour. This includes when a child is at home and possibly online.

Research shows that most bullying at school takes place in the playground. It is important that staff at S. Anselm's:

- a. Supervise vigilantly areas used by pupils
- b. Encourage constructive activities and play
- c. Visit areas obscured from general view
- d. Watch physical games carefully and are aware of groups or individuals whose body language suggests that intimidation is happening
- e. Encourage older pupils and guides to be aware of the play patterns of their younger charges, and report concerns to staff

Other areas where there is opportunity for intimidation include: - toilets, cloakrooms, locker areas, corridors, showers, changing rooms and school buses. Close supervision is required if the incidence of bullying is to be reduced.

Bullying may also occur in the classroom. This is where the teacher plays an important role in providing an atmosphere of stability and security. Pupils must be discouraged from using verbal or physical abuse, however subtle. Teachers should also model positive behaviour.

Bullying can also happen online when young people have access to this technology. We have run Safeguarding workshops for parents (September and November 2023) to discuss research about the safety of children online and potential threats to their wellbeing. When learning becomes remote from school and virtual (such as that

following from the Covid March 2020 epidemic) cyberbullying increases as a threat. A code of online etiquette has been drawn up and this is attached as Appendix 6.

8. Not everything is Bullying

Care needs to be taken before someone is accused of bullying – it is a serious thing to say of anyone. Normally people start off by being unkind – saying something or doing something unkind or silly. If they continue with this, it could be called teasing – and more than one person might become involved. If it is repeated and deliberate with intent to upset, then this might become bullying. Hopefully it will have stopped before it gets to this stage. Children must be encouraged to ask for help from friends, Prefects, or Form Tutor / member of staff, at any of these stages.



Sometimes a child feeling hurt or upset is because they have been teased or have fallen out with a friend. This is not the same as bullying. Bullying is deliberately intended to hurt or humiliate, it involves a power imbalance that makes it hard for the victim to defend themselves, it is usually persistent and often involves no remorse or acknowledgement of the victim's feelings. School staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period the impact on the pupil may be the same, and the situation could become bullying if it escalates.

Some incidents are more severe than bullying- see the Safeguarding and Child Protection policy outlining peer to peer abuse. Some issues can be considered abuse rather than bullying due to the nature and severity of the incident, coercion and potential criminal activity being factors. Some incidents may involve sexual assault and harassment. See the Safeguarding and Child Protection policy.

9. Putting Anti-Bullying Measures into practice for staff and pupils at S. Anselm's

1. Safeguarding allegations can be connected to bullying. As with any safeguarding allegation, schools and colleges should follow the school's safeguarding policies and procedures, including informing the LADO, if deemed appropriate.
2. All Governors, Trustees, teaching and non-teaching staff, pupils and parents should understand what bullying is and be aware of the School's anti-bullying policy. This information will be on the School Website.
3. The School promotes the fact that every member of our community always has a right to be respected. This is promoted through Assemblies, Tutor periods and through the behaviour modelled by the staff.
4. Monitoring of Blue Slips (one of the school's discipline measures) containing the word "Bullying", "Unkindness" and wider terms such as 'name calling' and 'isolating' to spot trends etc. and following issues up.
5. Monitoring entries into 'Wellbeing Manager' (part of the iSAMs application) which again are reviewed as well as having the advantage of containing a timeline of incidents/concerns, so patterns can be spotted and so these issues can be followed up.
6. Monitoring pastoral concerns through the weekly age group pastoral meetings and following up issues appropriately.
7. Regular termly attendance audits to ensure any patterns or concerns are spotted.
8. A culture of openness is important so that telling an adult about bullying behaviour is seen as being the responsible and normal thing to do.
9. Helping pupils to understand bullying by addressing issues such as bullying, cyber-bullying, stereotyping, prejudice and discrimination in the school's PSHE programme and in Tutor periods.
10. School IT systems have the correct monitoring and filtering systems in place, to pick up on cyber-bullying.
11. The School has an additional focus on 'Anti-bullying' for one week which coincides with National Anti-Bullying Week (usually in November). This includes bringing up the school's zero tolerance towards bullying, what one can do and the school's procedures. This is shared through PSHE, specific assemblies and a school produced leaflet for pupils and parents (see Appendix 3 and 4).
12. Ensuring that all pupils have access to adults in school to whom they may talk knowing that action will be taken to help to sort the problem out.
13. Ensuring that there is a clear procedure to follow which deals with incidents of bullying and making this explicit to both staff and pupils (see appendix 3 and 4) and point 5 above.
14. Making the unacceptable nature of bullying and the possible consequences of ongoing unkindness clear to the perpetrator and his/her parents
15. Following up each incident to ensure that all parties are given as much support as possible so that a recurrence of the behaviour is prevented
16. Checking regularly afterwards to make sure that the problems have not returned

17. Making clear to parents of all parties the actions the school is taking and the reasons for them. Also, the extent of the support which parents can offer to reinforce these actions
18. The School recognises the importance of raising awareness of staff through training, acting to reduce the risk of bullying at times and in places where it is most likely. Training of some form or another - linked to Safeguarding and other pastoral matters takes place for all staff before the start of each term.
19. Remembering that adults and children work better when they feel safe and relaxed
20. Kindness to others is always actively encouraged and rewarded.
21. Children need respect and encouragement within a warm and secure environment – they will make mistakes and the age and maturity of the child will influence the adult responses.
22. Relaxed and friendly relationships between all members of the school community are important if children are to learn the value of this. All disagreements between any members of the community should be handled with courtesy, providing a model for the children.
23. Details of the school's independent listener and Childline numbers are available on notice boards around the school. A copy of this policy is provided to the Independent Listener each year. The school's notice regarding external help is placed in classrooms, common rooms and other key areas is shown in Appendix 2.
24. If an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities) the school's Safeguarding Policy and procedures should be used.

10. Action taken and recording policy

The most important thing is to stop the bullying and ensure the victim is safe. We aim for a peaceful resolution: revenge is not helpful for the victim or appropriate. The victim will be supported throughout the process.

Bullying is an issue which must be taken seriously by all staff and any incidents of bullying must be acted upon and followed up with a sense of urgency. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. In recent years there is greater focus on tackling low-level pastoral matters to reduce the chances of escalation.

For any alleged incident of bullying brought to the attention of a member of staff, the child should be interviewed in private. Care should be taken to ensure the child is reassured and knows who to ask for help if they should continue to feel concerned. If the

issue is felt to be of a Safeguarding nature, this should be followed up using the school's safeguarding reporting procedure.

In minor cases of teasing or taunting or unintentional hurt, a friendly word with the perpetrator is often enough. The school has to make a judgement of when 'enough is enough', either through severity or repetition, so that the situation does not develop into bullying. However, staff are expected to monitor these issues.

If the incident is recurrent or more serious or there is intent, it must be investigated without delay. Action should be taken to stop the bullying and restore the victim's security. Follow-up is a vital part of this process. If the child is uncomfortable, we must ensure that they don't have to continue eating/changing/working next to each other and playtimes are monitored carefully. Details should be recorded. (See also Appendix 1a. which shows our Wellbeing Manager (ISAMS) standard recording sheet and Appendix 1b. which shows the cover sheet for records kept in our Bullying Log)

A record is made of - Pupils involved
Description of incident
Action taken
Follow up
Copies to form tutors and Head/ Deputy Head

Records should be kept in a 'Bullying Incident Journal' (and in a Major Sanctions Book as appropriate to the incident investigated). This is a book which is kept securely in the School Office. This record is monitored for trends by the Deputy Head and Head Teacher.

Sanctions may be imposed (see below) but guidance and help will also be available for the perpetrator(s) to help change his/her/their behaviour.

Continued bullying – will be dealt with following five disciplinary steps (although at the discretion of the school these stages may be escalated as is required):

As explained above, not every upsetting behaviour is bullying. Unkindness and teasing can lead on to bullying if left unchecked. Where an incident or series of incidents is deemed by the school to be or have escalated to be bullying, this constitutes the "1st incident" as outlined below in the escalation of consequences. If the negative behaviour continues and again reaches the level deemed by the school to be bullying then the "2nd incident" has occurred and the consequences are escalated. The school will through positive action and guidance aim to deter a pupil from these behaviours as detailed in the anti-bullying measures above.

Our 'Action Flow Chart' is as follows:

Bullying Action Flow Chart

1st Incident

Discussed and documented at staff meeting and on Wellbeing Manager. Child/ children (victim and perpetrator as appropriate) will be interviewed by the Head or a senior member of staff and form tutor. Clear expectations on behaviour will be given. Victim reassured and monitored.

2nd Incident

Perpetrator seen by a senior member of staff. Parents informed and warned that a further incident will result in a meeting with Head. The perpetrator will gain a school debt as well as remedial actions to reflect upon the incident/behaviour. (Behaviour Policy Level 3). Victim reassured, supported and monitored, parents may be informed.

3rd Incident

Individual informed and seen by Head, parents requested to come to school and together with individual pupil warned that a further incident will result in suspension. The perpetrator will gain a school detention as well as remedial actions to reflect upon the incident/behaviour. (Behaviour Policy Level 4). Victim reassured, supported and monitored, parents likely informed.

4th Incident

As above and would normally result in a suspension of one to three days, depending upon the severity of the incident and any mitigating factors. (Behaviour Policy Level 4). Victim reassured, supported and monitored, parents informed.

5th Incident

Parents informed immediately, and pupil would normally be asked to leave the school – permanent exclusion. (Behaviour Policy Level 5). Victim reassured, supported and monitored, parents informed.

It is important that those found responsible for bullying are held to account and accept responsibility for the harm caused. Action taken in response to bullying will be intended to communicate unambiguous disapproval of the bully's activities, and this will usually include sanctions. Sanctions help reassure the victim that the bullying will stop; they help those responsible recognise the harm caused by their behaviour and deter them from repeating it; they demonstrate to the school community that bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving in a similar way.

If sanctions are warranted, the person(s) responsible will receive a sanction in accordance with the school's behaviour policy. Any sanctions imposed will be fair, proportionate and reasonable, take account of any special educational needs or disabilities that pupils may have, and consider the needs of vulnerable pupils. In any serious case of bullying the Head will be informed and the school will work with the parents of both the victim and the perpetrator. The school will remain in regular contact with parents until the situation

is resolved. In the most serious cases, the sanction may be fixed term or permanent exclusion. If a certain threshold is reached the bullying will be reported to external agencies (such as the police or children's social care) at the discretion of the Head. (See ISI RR Paragraph 155.)

For the victim of bullying we should listen to the child openly and calmly, focusing on making them feel heard and supported, instead of trying to find the cause of the bullying or trying to solve the problem. The staff member should make sure the child knows that it is not their fault. It is important to reassure the child, telling them that you are glad they told you; that it is not their fault; that you will do your best to find help. For your child, having a supportive adult at school is essential to dealing with the effects of bullying. The staff member should make sure the victim of bullying knows they can talk to someone at any time and reassure them that things will get better. It is good practice to check in with the child overtime. Consideration should also be taken of involving the child's family.

References

Department for Education. Preventing and tackling bullying. Advice for head teachers, staff and governing bodies (October 2014); and Cyberbullying: Advice for headteachers and School Staff (2014).

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/keeping-children-safe-in-education/anti-bullying/anti-bullying-resource-for-schools.pdf>

[Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Helping Children Deal with Bullying & Cyberbullying | NSPCC](https://www.nspcc.org.uk)

[Bullying and advice on coping and making it stop | Childline](https://www.childline.gov.uk)

<https://anti-bullyingalliance.org.uk/aba-our-work/news-opinion/keeping-children-safe-education-2023-update-and-bullying>

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

<https://fightcybercrime.org/scams/harassment/cyberbullying/>

Appendix 1a.
Bullying Report Sheet

Any incidents which could be of a bullying nature should be recorded on Well Being Manager and shared with senior staff, safeguarding staff, tutors and teaching staff.

The Concern Details category that should be chosen is as illustrated below.

The image shows a screenshot of a web form titled "Concern Details:". The form has several fields: "Category:", "Nature:", "Details:", "Add Additional Students:", and "Set Visibility:". A dropdown menu is open over the "Category:" field, listing the following options: "Select a Category...", "General", "Boarding Wellbeing", "Boarding General", "Wellbeing", "Behaviour", "Child Protection", "Reasonable Force, Use of", and "Discrimination". The "Possible Bullying Incident" option is highlighted in blue. Below the dropdown, the "Set Visibility:" field is set to "Yes".

Appendix 1b.

Bullying Incidents Log Cover Page

Date		
Person recording		
Recorded on Wellbeing Manager	Yes	No
Recorded on CPOMS	Yes	No

S. Anselm's takes a very positive role to prevent bullying in school and emphasise a zero-tolerance approach. There is no legal definition of bullying. However, it's usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and can often aimed at certain groups, for example because of race, religion, gender or sexual orientation. commonslibrary.parliament.uk/research-briefings/cbp-8812/ (2020)

Pupils involved

Description of incident

Action taken

Summary:

Consideration Of Bullying Action

1st Incident

Discussed and documented at staff meeting and on Wellbeing Manager. Child/ children (victim and perpetrator as appropriate) will be interviewed by the Head or a senior member of staff and form tutor. Clear expectations on behaviour will be given. Victim reassured and monitored.

2nd Incident

Perpetrator seen by a senior member of staff. Parents informed and warned that a further incident will result in a meeting with Head. The perpetrator will gain a school debt as well as remedial actions to reflect upon the incident/behaviour. (Behaviour Policy Level 3). Victim reassured, supported and monitored, parents may be informed.

3rd Incident

Individual informed and seen by Head, parents requested to come to school and together with individual pupil warned that a further incident will result in suspension. The perpetrator will gain a school detention as well as remedial actions to reflect upon the incident/behaviour. (Behaviour Policy Level 4). Victim reassured, supported and monitored, parents likely informed.

4th Incident

As above and would normally result in a suspension of one to three days, depending upon the severity of the incident and any mitigating factors. (Behaviour Policy Level 4). Victim reassured, supported and monitored, parents informed.

5th Incident

Parents informed immediately, and pupil would normally be asked to leave the school – permanent exclusion. (Behaviour Policy Level 5). Victim reassured, supported and monitored, parents informed.

Follow up (with times and dates)

ARE YOU WORRIED ?

... is SOMETHING UPSETTING YOU

... do you want to COMPLAIN?

Don't ever be afraid to complain or speak out about your concerns or worries!

Here's who you can talk to at school:

Firstly ... you can approach any member of staff you trust (your form teacher, a houseparent, the school nurse, Mrs Donnelly or Mrs Whawell), you may take a friend or someone you trust with you if you wish such as a friend, an older child or another member of staff. Whatever your worry, we're here for you. The adult you have chosen will listen to you sympathetically and help you talk things through. You will be helped to write down the details which will be given to the Head.

Secondly ... If you are still worried, don't give up. Go to see another teacher, the school nurse or any other adult and tell them your problem. Take a friend if it helps you.

If you don't feel able to talk to someone at school, there are other people who can help:

- ➔ Your parents or another relative or respected friend
- ➔ Canon Tony Kaunhoven, our Independent Listener ☎ 01629 814462
The Vicarage, South Church Street, Bakewell DE45 1FD
- ➔ Childline ☎ 0800 1111 📧 Childline, Freepost, London 1111, N1 0B
- ➔ Independent Schools Inspectorate ☎ 020 7600 0100
- ➔ Rachel de Souza: the Government's Children's Commissioner ☎ 0800 528 0731

You don't have to cope alone

DON'T EVER PUT UP WITH IT

WHAT TO DO IF YOU ARE BEING BULLIED?

Do

- ✓ Tell someone you trust, it could another pupil, a teacher, an evening matron, our school nurse or your parents
- ✓ If you are worried, take a close friend with you to speak to someone
- ✓ Be persistent and don't give up
- ✓ Write things down so you don't forget.

Don't

- ✗ Blame yourself
- ✗ Try to sort it out on your own
- ✗ Fight back – you will end up in trouble yourself
- ✗ Exaggerate – always tell the truth
- ✗ Hide what is happening – secrets are a bully's biggest weapon!

HOW DO I SUPPORT SOMEONE WHO IS BEING BULLIED?

We must work together to prevent bullying:

- ✓ Show them kindness
- ✓ Seek the help of an adult – a teacher, matron, school nurse or parent
- ✓ Stick up for them

WHAT WILL SCHOOL DO TO HELP?

Everyone at S. Anselm's is committed to trying to put a stop to any bullying that takes place by supporting all our pupils.

- School will talk to you and any other pupils involved.
- School may also talk to your parents.
- School will listen to all your concerns
- School will continue to monitor the situation and take further action if necessary.



S. Anselm's

BULLYING IS WRONG DON'T PUT UP WITH IT

*Everyone at S. Anselm's
is committed to preventing bullying
and putting a stop to it quickly.*

**If you are being bullied, the teachers and school
will support you.**

**Please read this leaflet to ensure you know how to identify bullying
and what to do if you have any concerns for yourself or others.**

Figure 4a- Pupil Leaflets

BULLYING IS WRONG

WHAT IS BULLYING?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, often where the relationship involves an imbalance of power.

Bullying encompasses a range of behaviours which are often combined.

Verbal abuse

- name-calling
- saying unpleasant things to or about someone

Physical abuse

- hitting
- kicking
- punching
- biting
- pinching

Emotional abuse

- making threats
- undermining someone
- excluding someone from a friendship group or activities

Cyberbullying/on line bullying

- excluding from online games, activities and friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' – sending menacing or upsetting messages on social networks, chat rooms or online games
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name

BULLYING IS WRONG

THE IMPACT OF BULLYING

The emotional effect of being bullied include:

- sadness, depression and anxiety
- low self-esteem
- social isolation
- self-harm
- eating disorders
- suicidal thoughts and feelings

WHY DO CHILDREN BULLY OTHERS?

There are many reasons why children bully others. Some of these include:

- peer pressure and/or wanting approval from others
- wanting to feel powerful over someone with a perceived disadvantage
- being bullied themselves
- being worried, unhappy or upset about something
- jealousy
- lacking social skills or not understanding how others feel

WHO CAN BE BULLIED?

Anyone can be bullied. If a child is seen as 'different' in some way they can be more at risk.

This might include their

- physical appearance
- race and/or faith
- academic ability
- gender identity or sexuality
- family circumstances

BULLYING IS WRONG

What is bullying?

Repeated actions intended to hurt someone.

Bullying can be **Physical**:

- ... hitting
- ... kicking
- ... punching
- ... biting
- ... pinching



It can be **Verbal**:

Using words to tease someone about their:



- ... shape
- ... colour
- ... looks
- ... intelligence
- ... skills
- ... nationality
- ... family
- ... religion

Or it can be **Electronic**:

Using mobile phones, social networking and social media to cause worry or distress to someone.



BULLYING IS WRONG

Who are bullies?

Anyone can be a bully; they come in all shapes and sizes, all ages, boys and girls, men and women.

Bullies are not always obvious; sometimes they may appear to be popular.



How do bullies act?

Sometimes alone, sometimes in groups. Often bullies will get others to do their bullying for them – they have the ideas but don't want to get caught!

Bullies exclude people by leaving them out of games and refusing to share or co-operate.

Bullies will use words to scare and may shout or threaten.

BULLYING IS WRONG

What should I do if I am being bullied?

DO

- ✓ Tell someone you trust, it could be an older pupil, a teacher, a matron, the school nurse and your parents.
- ✓ If you are worried take a close friend with you to speak to someone.
- ✓ Be persistent and don't give up.
- ✓ Write things down.



DON'T

- ✗ Blame yourself!
- ✗ Try to sort it out on your own.
- ✗ Don't fight back – you will end up in trouble yourself.
- ✗ Don't exaggerate – always tell the truth.
- ✗ Don't hide what is happening – keeping things secret is the bully's biggest weapon which is why they go to so much trouble to stop you telling!

Figure 3: Anti-bullying leaflet for years 3-6

BULLYING IS WRONG

What do I do if I see someone being bullied?

Support him or her.

You know that bullying is wrong.



How do I support someone who is being bullied?

- ✓ Show him or her kindness.
- ✓ Seek the help of an adult.
- ✓ Stick up for him or her.
- ✓ Point out to the bully that their behaviour is wrong and unkind.

BULLYING IS WRONG

What will the school do if I am bullied?

At S. Anselm's, we care enormously about every one of our children.

The school **WILL** support you.

The school will try to stop the bullying by talking to you and any other pupils who are involved. If necessary, school may also talk to your parents.

The school will listen to all your concerns about bullying.

If the bullying does not stop after all efforts have been made to stop it, bullies can expect to be disciplined.



BULLYING IS WRONG

DON'T PUT UP WITH IT!

PUPIL GUIDE



S. Anselm's

Appendix 4 b Parent Leaflet (Sent alternate years 2021, 2023, 2025....)

BULLYING IS WRONG

S. Anselm's school does not tolerate bullying but we would be foolish to pretend that it 'doesn't happen here'. National studies show that bullying occurs more frequently than people think.

Bullying is not acceptable and can take many different forms – physical, verbal or psychological – all of them are wrong.

Bullying may be carried out by a group or an individual. If children are part of a group that makes anybody feel ashamed, unhappy or afraid, they are involved in bullying.

Bullying is anything that intends to hurt or upset someone.

Bullying affects everyone not just the bullied and the bully. It also affects those other children who watch and get drawn in by group pressure.

Bullying is NOT an inevitable part of growing up and it doesn't usually sort itself out.

BULLYING IS WRONG

How will I know if my child is being bullied?

There is no certain way to spot if your child is being bullied but there are things to look out for.

- Unexplained illnesses, headaches, tummy aches
- Reluctance to attend school
- Unexplained bruising
- Missing possessions
- Becoming withdrawn, spending more time alone or not talking
- Change in eating habits
- Sleeping badly, nightmares or crying themselves to sleep
- Wetting the bed
- Suddenly doing less well at school

There could be other reasons for these signs so try to avoid jumping to conclusions, ask yourself the following: -

- Is there anything else bothering my child?

- Have there been any changes at home such as a new baby or bereavement?

If there haven't been other changes and you suspect bullying it is important to act as early as possible.

BULLYING IS WRONG

How can I help my child?

Children often go to great lengths to hide from adults the fact they are being bullied, they don't want to tell tales for fear of repercussions and they don't want to appear weak or cowardly.

Often they can feel that talking to an adult can make it worse or an adult will not be able to help them.

- Trust your instincts; discuss your worries frankly with your child.
- Be patient and make time to listen
- Ask sensitive questions
- Show you care
- Do not make promises you can't keep – do not promise confidentiality

- Do not take action before you discuss with your child what is the best thing to do
- Make sure you do something
- Reassure your child they have done the right thing by telling you
- Do not exaggerate – be honest
- Concentrate on your own child
- Be persistent

BULLYING IS WRONG

What will the school do for my child if they are being bullied?

The school WILL support your child.

The school will try to stop the bullying by talking to your child and the bully - if necessary to you as parents and the bully's parents.

The school will listen to all your child's concerns about bullying.

What else will the school do?

The teacher who received the initial information will find out the severity of the incident(s). Information will go to the form teacher and the Head. The incident(s) will then be investigated.

The victim, bully and any witnesses will be interviewed to find out the truth about the incident(s).

A written record of the incident will be kept and further action will be taken as appropriate. Parents may be asked to attend meetings to discuss the problem.

BULLYING IS WRONG

S. Anselm's School acknowledges that prevention is better than intervention. We will use appropriate methods for helping children to prevent bullying. We are committed to developing various strategies to address bullying through personal, social and health education, by the provision of a broad and balanced curriculum and by fostering a culture of openness.

S. Anselm's School believes every child has the right to an education within a safe and positive learning environment where bullying is not accepted in any form.

BULLYING IS WRONG

DON'T PUT UP WITH IT!

BULLYING IS WRONG

PARENTS GUIDE



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S. Anselm

Appendix 4b Example Parental Bulletin : November 2020

Anti-Bullying Week - 11th to 15th November 2020

Anti-Bullying Awareness Week will take place from 11th to 15th November. The children will be made aware of this in their Form Tutor sessions and weekly PSHE lesson. During these tutorials, the pupils will take part in a presentation provided by the Anti-Bullying Alliance entitled 'Change Starts With Us.'

Pupils will be made aware of what bullying actually is and take part in a discussion about this important theme. Special emphasis in the older year groups will be linked to the pressures of social media and how to deal with situations that may arise.

Each pupil will receive an Anti-Bullying leaflet which highlights all the important information they have received. The children will then be asked to sign an anti-bullying charter agreeing not to tolerate any form of bullying at S. Anselm's.

Odd Socks Day will also form part of our Anti-Bullying Week. All the children have to do is wear odd coloured socks with their normal school uniform!

It's a great way to highlight Anti-Bullying Week and celebrate what makes us all unique!

Odd Sock Day will be held on Tuesday 12th November during Anti-Bullying Week.

The day sends an important message to people that they should be allowed to be themselves and be free from bullying. It helps us celebrate Anti-Bullying Week in a fun and positive way.

A £1 donation from each child who wears odd socks will be given to the Anti-Bullying Alliance. Parents and teachers may also like to join in!

Although we always pride ourselves on the caring, friendly and positive environment we have here at S. Anselm's, we still feel pupils must be made aware of the important messages covered during Anti-Bullying Week to help guide them through all aspects of their lives.

If parents would like any more information on this topic, please refer to the Anti-Bullying policy on the school website.

Appendix 5: CYBERBULLYING

Definition

“Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.” (W. Belsey, <http://www.cyberbullying.org/>)

Cyberbullying can involve Social Networking Sites, like Facebook, emails and mobile phones, used for SMS messages and as cameras.

What we do as a School

Issues around cyber bullying and inappropriate use of ICT are addressed through age appropriate assemblies, form time, PSHE (internal as well as outside speakers) and the provision of a broad and balanced curriculum. Cyber bullying is also discussed during the Michaelmas term when the ‘Bullying is wrong’ pupil and parent leaflets are handed out.

Pupils are encouraged to report any cyber abuse.

Once a bullying incident is reported in school:

- A member of staff will talk to the child the same day and will go through their statement if one has been made at home or will take a statement.
- The incident will be logged and the child’s Tutor, if they are not already dealing with the incident, will be informed.
- An investigation will take place. This will usually take the form of a teacher talking separately to the bully/bullies and to any witnesses.
- Action will be taken as outlined in the School’s Anti – bullying policy.

The school makes every attempt to prevent access to social networking sites like Facebook (Details can be found in the school’s Online Safety Policy). It is not legal to join Facebook until the age of 13. Entries made on sites like Facebook that are entered off site and not at school (even in the holidays) are still valid, and the school may act to stop and discipline the bullying behaviour or protect the reputation of staff or the school itself. In this sense it will be treated as if it were said to the person’s face by the author, and sanctions will follow accordingly.

The school also has an **‘Online Safety Policy’**.

What can you do as a Pupil?

There is plenty of online advice on how to react to cyberbullying at www.thinkuknow.co.uk, www.kidscape.org and www.wiredsafety.org

- If you are being bullied, remember bullying is never your fault. It can be stopped and it can usually be traced.
 - Don't ignore the 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.

Text/Video Messaging

- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your phone number (ask your Mobile service provider).
- Do not reply to abusive or worrying text or video messages - your Mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Email

- Never reply to unpleasant or unwanted emails.
- Don't accept emails or open files from people you do not know.
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host, eg. abuse@hotmail.com.

Web

- If the bullying is on the school website, tell a teacher or parent, just as you would if the bullying was face-to-face.

Social Networks, Chat Room & Instant Messaging

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname.
- Do not post photos or video.
- Only accept people you know and trust as 'friends'.
- Think very carefully before contributing to other people's forum or walls – it is easy to upset someone.
- Do not accept emails or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room, wall or message board.
- Think carefully about what you write - don't leave yourself open to bullying.

Use the 3 Steps to Safety:

1. Respect other people - online and off.

Do not spread rumours about people or share their secrets, including phone numbers and passwords.

2. If someone insults you online or by phone, stay calm – and ignore them, but tell someone you trust.

3. 'Do as you would be done by'! Think how you would feel if you were bullied.

You are responsible for your own behaviour - make sure you don't distress other people or cause them to be bullied by someone else.

ALWAYS TELL AN ADULT!

What can you do as a parent?

- The school encourages parents to be aware of cyber bullying through an annual parent information leaflet/ bulletin entries and lectures from visiting speakers.
- Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
- Make sure they know what to do if they or someone they know are being cyberbullied.
- Encourage your child to talk to you if they have any problems with cyberbullying. If they do have a problem, contact the school, CEOP, the mobile network or the Internet Service Provider (ISP) to do something about it.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
- Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour. Some suggestions for parents to stay involved are:
- Keep the computer in a public place in the house. Periodically check on what your child is doing. Discuss the kinds of Internet activities your child enjoys. We recommend not allowing your child, particularly younger children, unsolicited and unlimited access to the internet.

More advice can be found:

www.thinkuknow.co.uk

www.ceop.gov.uk

<https://www.verywellhealth.com/cyberbullying-effects-and-what-to-do-5220584>

Appendix 6

Online Etiquette

This code of conduct was produced during the announcement of remote schooling due to the Covid 19 epidemic March 2020. This was shared with teachers during INSET April 2020, pupils and parents via a shared Handbook for Remote Teaching and Learning and also reinforced by the form tutor and pastoral team.

WHAT WE EXPECT FROM PUPILS

Behaviour

Pupils represent S. Anselm's School, at all times.

You should show respect and courtesy to others in the school and wider community. You are expected to be honest, display personal and academic integrity, and respect all property.

In the online environment, you are asked and expected to communicate with others in the same way as they would if you were in School.

If you are worried by anything they see, hear or experience online, you should not reply. Pupils should inform a trusted adult about anything upsetting.

Pupil Code of Behaviour for Live Lessons

You should:

- Be ready to start. Your teacher will let you know when to expect the live lesson to start and finish, by giving you the details in SMHW. Try and have all the equipment you need like notebooks, pens and pencils and so on.
- Tell your family you are doing a live session so people can be quiet, free up equipment or Wi-Fi.
- Have the screen fairly upright so that the teacher isn't looking up your nose!
- Wear appropriate clothes. Don't let the teacher know you are still in your pyjamas! We are not expecting you to wear school uniform but do look presentable and school ready.
- Make your learning area quiet, but central. Your bedroom is not the most suitable location.
- Check your background:
 - Make sure no one can identify where you live
 - Make sure there's nothing unsuitable on the wall
 - We suggest you blur your background. This is an option on Microsoft Teams which your teacher will explain

- Listen to your teacher’s instructions, but don’t interrupt in the same way you wouldn’t in the classroom. Your teacher will start a live session by ‘muting’ all the class members.
- Your teacher will tell you when they are starting to record the session and also when they are going to finish the recording. This is so some people can catch up later and also if we need to check back on anything if we need to. We expect to only record the teacher and not the pupils.
- If you have a question note these down....and ask them when your teacher tells you. Another way of doing this is typing these into the ‘Chat’ area of Microsoft Teams. This is a good study skill and one you will have to use more and more as you get older and even enter the world of work.
- Do cooperate with others.
- Be friendly but remember this is a classroom environment - be respectful to the teacher and also your class members.
- Listen to others and don’t try to speak over them. Your teacher will use names if they want a contribution.
- Be helpful
- Have good manners
- Treat everyone with respect
- Take responsibility for your own behaviour
- Talk to your form tutor, subject teacher or someone you trust at school or home about anything that worries or concerns you have.
- Remember lessons will be different to what they are like in the classroom but try and be positive. Your teachers are putting a lot of effort into preparing your lessons and your parents are very keen you learn and always try your best.
- Follow this code of behaviour and other rules (including the law)
- Join in and have fun!

You shouldn’t:

- Be disrespectful to anyone else
- Bully other people (online or offline)
- Behave in a way that could be intimidating
- Be abusive towards anyone

- Use the recordings in anyway apart from the way they were intended- simply so pupils can learn and have dynamic lessons.

Appearance

You are not expected to dress formally when working at home. However, the online learning platform is an extension of the classroom, for which pupils are expected to dress appropriately. Staff will remove pupils from a video call if they are dressed inappropriately or are in an inappropriate setting.

Online Safety

Online working is simultaneously easy, informal and open to misinterpretation, especially because of the absence of visual clues. There is always a need to be sensitive to others and to behave appropriately. Remember that people receiving electronic messages may not read them in the tone you intend.

The S. Anselm's School expectations and all other School policies apply when you are working online. It is everyone's duty to model good behaviour online.

It is the School's aim to:

- Create a safe and secure environment for children to use technology.
- Have a curriculum in place that ensures the safe and appropriate use of technology.
- Have procedures in place to identify and intervene should any online safety issues arise.