

ST BEDE'S CATHOLIC ACADEMY



ANTI-BULLYING POLICY

***“We commit ourselves to Love, Respect
and Serve one another as disciples of
Jesus Christ”***

St Bede's Catholic Voluntary Academy

Anti-Bullying Policy

1. Principles and Values

1.1 At St Bede's Catholic Voluntary Academy we firmly believe that every child in our care has the right to feel safe, secure and happy in school or in off-site activities. We recognise the seriousness of all forms of bullying and the impact it can have on those involved. The ethos of our school fosters high expectations of outstanding behaviour. We recognise the value of talking about bullying and of equipping students with strategies for dealing with bullying should they encounter it and this includes Peer on Peer abuse, Hate Crimes, Sexual Harassment and Sexual Violence.

1.2 All members of the Governing Body, staff, students and parents should have a joint understanding of what bullying is and what the school's procedures are for responding to bullying. Information will be shared on the school website, through regular events and/or workshops for parents/carers.

1.3 As a school we take bullying seriously. Students, staff and parents and anyone associated with the school should be assured that we do not tolerate bullying and that they will be supported when such behaviour is reported.

1.4 This policy has been devised in-line with the statutory regulations set out in Keeping Children Safe in Education, 2018. It links with other school policies, practices and DFE guidance including:-

- Safeguarding and Child Protection Policy
- Peer on Peer abuse: Sexual Violence and Sexual Harassment
- Consequences and Rewards policy including 3 and 4G policy
- Complaints Policy
- Esafety and acceptable user guidance
- Curriculum Policies such as PSHE, Citizenship and Computing
- Equality and Diversity Policy
- Sex and Relationship Education Policy

1.5 Bullying of staff by pupils, parents or colleagues, is unacceptable. Where this occurs the Governors and Headteacher will follow the appropriate policy. Anyone feeling aggrieved will be encouraged to follow the procedures outlined in the Complaints and Whistleblowing Policies.

2. Definition of bullying and Peer on Peer abuse

2.1 Bullying is "Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DfE Preventing and Tackling Bullying, 2017). Peer on Peer abuse between children under 18 has been expanded to include:

2.2 Bullying can be direct or indirect:-

bullying (including cyber bullying)

Physical abuse - kicking, hitting, taking belongings, shaking, biting, hair pulling or otherwise causing physical harm

Verbal and emotional harm- name calling, taunting, mocking, making offensive comments

Non-verbal – gestures, producing offensive graffiti

Psychological - deliberately excluding people from groups, threats

Hate Crimes

Sexual Violence and Sexual Harassment

sexting (YPSI)

initiation/hazing type violence and rituals

2.3 This includes the same inappropriate harmful behaviours expressed via digital devices (sometimes known as cyber bullying.) Examples could be the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phones or via the internet. (For further information on youth produced imagery see the esafety and internet use policy)

2.4 Bullying behaviour is deliberately hurtful and ongoing. (It is not the same as random unprovoked aggressive acts.) It is unequal and difficult to counteract by the person being bullied as it involves a power imbalance. The imbalance of power can manifest itself in several ways:-

- physical - size of people involved, number of people involved
- psychological – knowing what upsets someone and deliberately doing it
- socially – deliberately isolating someone

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

2.5 Low level disruption, offensive language, banter and horseplay will be challenged. Where this occurs clear expectations of behaviour will be set to prevent negative behaviours escalating.

2.6 An act, or acts, of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is a registered pupil at our school. All staff are trained to be vigilant about all forms of bullying and/or Peer on Peer abuse both within and outside of school, including the consideration of contextual safeguarding.

3. Forms of bullying

3.1 Bullying can happen to anyone. This policy covers all types of bullying including Hate Crimes and Sexual Violence and Sexual Harassment:-

- Bullying relating to **Race and Culture** - derogatory assumptions or generalisations about colour of skin, accent or the way they talk, ethnic grouping, references to terrorism, dress etc and examples of Hate Crimes.
- Bullying relating to **Religion** – derogatory assumptions or generalisations about religion, religious taunts and intolerance and examples of Hate Crime.

- Bullying relating to **Disability** - derogatory assumptions or generalisations about a young person's disability.
- Bullying relating to **Sexual Issues**– unwanted physical contact, sexually abusive comments, sexual harassment or violence..
- Bullying relating to **Sexual orientation**- Homophobic / transgender/ LGBTQ+ - ridicule, gestures, malicious warning others about a person, put downs, insults, etc.
- Bullying relating to **Perceived Differences** – the way someone looks, talks etc.
- Bullying relating to **Special Educational Needs** - learning difficulties or being gifted/talented
- Bullied because they are a **Child in care or Adopted or previously Looked After**
- Bullied because they are a **Young Carer**
- Bullied because of **Other** reasons i.e. jealousy, friendships

3.2 We are a TELLING school. We encourage and support all members of our school community to report bullying. Students may not be aware that they are being bullied due to their age, level of special educational need or vulnerability. It is the responsibility of the school community to be vigilant and ensure that all our students feel and are safe.

4. Why is it important to respond to bullying?

4.1 Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Students and staff who are bullying need to learn different ways of behaving. The school will take necessary steps to assist this change in behaviour including disciplinary action.

4.2 A proactive approach to identify and act upon potential signs of bullying will help in dealing with issues prior to them being formally raised. The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated. Other signs may be present which are not mentioned here:-

- Frightened of walking to and from school
- Does not want to go to school by public/school transport
- Changes their school routine
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night
- Feels ill in the morning
- School results begin to drop
- Has possessions which are damaged or go missing
- Frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

5. Anti-Bullying Education in the Curriculum

5.1 At St Bede's we use a variety of methods to support students in preventing and understanding the consequences of bullying:-

- PSHCE lessons
- Spiritual, Moral, Social and Cultural (SMSC) curriculum
- School assembly themes
- Anti-bullying week
- E-safety lessons

- Friendship fallouts and restorative practice sessions including small group and 1-1 sessions
- Buddy / peer mentors, prefects,

5.2 The pastoral team are responsible for initiating and developing (with other colleagues) an anti-bullying programme as part of the curriculum. Other appropriate staff are responsible for delivering the anti-bullying materials to members of the school community as part of a planned programme of study.

6. Pupil Voice

6.1 Students are involved in the prevention of bullying as and when appropriate. This includes:-

- Having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Ensuring that their peers know how to express worries and anxieties about bullying
- Publicising the details of helplines, websites and report buttons
- Supporting each other via the peer mentor scheme

6.2 Students are also consulted through in-school questionnaires (all the school take part in the North Lincolnshire Lifestyle Survey every 3 years.)

7. Anti-bullying Procedures

7.1 Parents

7.1.1 If parents suspect their child is being bullied they should contact the school and ask to speak with the House Leader. Parents should be prepared to talk about the signs and symptoms that they have observed and any suspicions they have about those carrying out the bullying.

7.1.2 Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves is likely to make the matter worse.

7.1.3 Parents should encourage their child to talk to an appropriate member of staff in the first instance, or a student trained in anti-bullying such as a peer mentor.

7.2 Students

7.2.1 If a student thinks they are being bullied they must tell an adult that they trust (parent, member of staff) or use the anti-bullying system (speak to a staff member, House Leader, email system or peer mentor.) They must be able to explain what form the bullying is taking and how it affects them.

7.2.2 Students who witness bullying or an incident which they feel may be bullying must tell an adult, parent, peer mentor, House Leader or other member of staff.

7.3 Staff

7.3.1 If bullying is reported to a member of staff they will record the details as presented to them and pass these on to the House Leader or pastoral team. Due to the Child Protection policy no promise of confidentiality can be given.

7.3.2 Complete the Checklist for Managing a Bullying Incident (See Appendix 1) and discuss meeting notes and agreed outcomes with SLT link/Assistant Headteacher of Inclusion.

7.3.3 During the investigations care must be promoted for the student who perceives themselves as being bullied as well as the alleged student showing bullying behaviour.

7.3.4 Time out / reflection time may be used if deemed appropriate during the investigation.

7.3.5 Parents should be informed and may be asked to come in to a meeting to discuss the problem as part of the investigation.

7.3.6 Consequences and support may be applied where bullying is identified for both the victim and the alleged perpetrator.

8. Persistent bullying

8.1 If a student continues to inform that they are being bullied they will be provided with a log book /diary to record this. For younger children or those with special educational needs and/or disabilities support will be given via named person or TA.

8.2 Staff and Governors will decide next steps for students who persist in bullying behaviours in-line with other school policies and plans including the school's Consequences and Rewards.

9. Students who have experienced bullying behaviour may be:

- Given an immediate opportunity to discuss the experience with an adult whom they feel safe with and whom they find easy to talk to.
- Offered reassurance to ensure that the student feels safe again.
- Consulted on a program to help build-up their self-esteem, confidence and resilience with a Pastoral worker as and when appropriate.
- Referred to a buddy/peer mentor if appropriate.
- Offered continuous advice and support for their parents.
- Be informed about the outcome of the investigation into their concerns.
- Referred to Children's Services where appropriate (e.g. where there are safeguarding concerns.)

10. Students who have engaged in bullying behaviour may be:

- Given an opportunity to discuss what happened with an adult and explain why they became involved.
- Offered time to help them reflect on their behaviour and understand the harm that they have caused with a pastoral worker.
- Consulted on a program to develop their social and emotional skills and positive behavioural strategies with a Pastoral worker where appropriate.
- Given time to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future.
- Informed that their parents/carers will be involved to help change the attitude and behaviour of the student.

- Referred to other agencies (if necessary) including the Police and Children's Services to support a change in behaviour.
- Referred to a counsellor (if necessary)
- Invited to attend a mediation (restorative practice) meeting with the student who experienced the bullying to resolve issues and prevent a reoccurrence where appropriate.

Changing the attitude and behaviour of students who engage in bullying behaviour will be part of the positive procedures used by the school. However the school recognises that consequences will also have to be used with students who exhibit this form of behaviour. (See Consequence and Rewards Policy.)

11. Complaints

If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, s/he may make a complaint in accordance with the School's Complaints Policy.

12. Equal Opportunities

In implementing this policy all members of staff must take into account the school's Equal Opportunities policy. Staff must ensure that no student is involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

13. Responsibilities

It is the responsibility of:

- The Head teacher to communicate the policy to the school community and to feedback the effectiveness of the policy in the Annual Report to Governors.
- School Governors to take a lead role in monitoring and reviewing this policy including liaising regularly with the Pastoral Team.
- Governors, the Head teacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Jackie Kelly

The Assistant Headteacher with lead responsibility for this policy is L Busk

14. Monitoring, Evaluation and Review

The Governors will review this policy every 2 years and assess its implementation and effectiveness.

This policy was approved by the Governing Body on: 22nd November 2018

This policy will be monitored and reviewed in June 2019.

- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes.
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.

Appendix 1: Checklist for Managing a Bullying Incident

The following is a suggested checklist to support adults when managing a bullying incident. The second page lists points to consider when completing an interview with both parties.

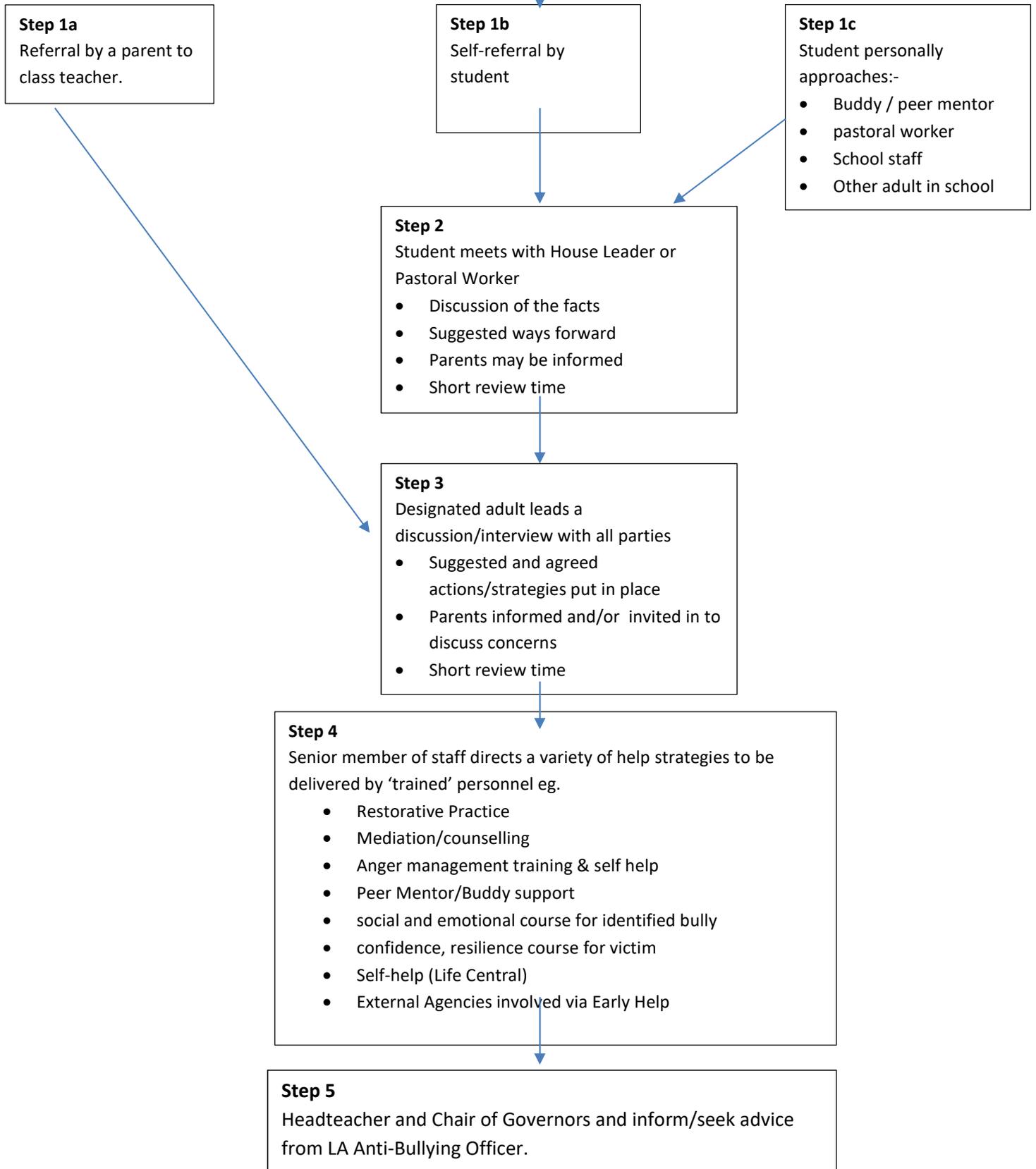
Students named in incident:

Date:

Checklist	√ and date when complete
Young person tells you that s/he is being bullied or the incident is observed.	
Report to House Leader or Safeguarding Team.	
Record incident following Anti-bullying policy.	
Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidance and record.	
Listen to other young people who may have observed the incident. Follow interview guidance and record.	
Ensure that an appropriate adult meets with the young person alleged to be responsible. Follow interview guidance and record.	
If there is evidence or admission of bullying, issue appropriate consequences following Anti-bullying policy and behaviour policy. If using restorative approaches provide opportunities for young person to reflect and consider how they may make amends.	
Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	
Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so. This may also include a referral to the Safeguarding Team.	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class/year group/school, assemblies, individual work with students, group work with students involved, referral to outside agencies.	
Monitor the situation and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place?	

Appendix 2: Recommended Procedures in School for Reporting Bullying Pathways of Help.

Child is bullied



Appendix 3: Interview Guidance and Record Form
(to be uploaded to CPOMS)

When is it happening? Please X as appropriate:

<u>When</u>	<u>X</u>
Before/after school	
In lessons	
Break	
Lunch	
Change of lessons	
Tutor period	
Evenings	
Weekends	
Other	

<u>Type of bullying/peer on peer abuse occurring:</u>
<u>What is happening?</u>
<u>How is it affecting the student?</u>

Interview notes (use additional sheets when required):

<u>Victim</u>	<u>Alleged bully</u>	<u>Witness 1 (name)</u>	<u>Witness 2 (name)</u>	<u>Witness 3 (name)</u>

Suggested support strategies:

Named person for reporting further issues/talk to	Block alleged bullies from social media	
Safe space identified	Screenshot messages	
Log book/diary of incidents	Stand tall, walk away confidently	
Enrichment clubs to attend	Do activities you enjoy to relax	
Friendship group work/lego and solutions	Do not retaliate	
Change of seating plan	Contact with another House Leader	
Refer to peer mentor	Contact with parent	

Scale of how student is feeling:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
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Useful contacts/websites

Childline 0800 1111
www.childline.org.uk
www.kidscape.org.uk
www.minded.org.uk
www.nspcc.org.uk
www.youngminds.org.uk
www.stophate

**Anti Bullying Review by House Leader with all parties involved
(collectively or separately)**

Has the situation been resolved/stopped?

How are you feeling now?

Has there been any further incidents or issues?

Additional Consequences or Support required, as discussed with SLT link/lead:

Friendship group/lego+solutions		C5 (Headteacher's discretion)	
Mediation in school		Anti-bullying course for perpetrator focussing on social and emotional behaviours/impact on others	
Mediation via police		Resilience, confidence course for victim	
Peer mentor referral		Police involvement via school	
C4		Police involvement suggested to parents	
Referral to Safeguarding Team		Internet safety or appropriate use course	
Other:		Other:	

Additional notes:

Appendix 4: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies” and “Supporting children and young people who are bullied: Advice for schools” July 2017
- Peer on Peer Abuse DFE guidance
- KCSIE 2018
- Sexual Violence and Sexual Harassment between children in schools and colleges DFE guidance December 2017 (part 5 of KCSIE 2018)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health” <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Anti-bullying Ambassador Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Anti-bullying Alliance All Together School: <https://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school>
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational