



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

ANTI BULLYING POLICY



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

Policy: Anti Bullying Policy		
Type: School Policy	Website: Yes	Author: T Logan
Approved: June 2020	Next Review: June 2021	
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Notes:		

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AIMS

- For all students, staff and community members to recognise bullying as an unacceptable, anti-social behaviour, and actively work together to challenge it
- To have a robust system which prevents, challenges and responds to bullying wherever it occurs
- To raise awareness of the nature and impact of bullying and what systems are in place to deal with this
- To promote the emotional resilience of children and young people to deal more effectively with bullying in all settings
- To provide a school environment in which students can receive their education in safety and with confidence
- Relationships in the school will be conducted according to Christian principles of mutual respect and tolerance

INTENDED PURPOSE OF THE POLICY

- All students will be able to confirm they know what bullying is and what they should do to prevent it.
- All incidents of bullying have been logged and resolved. There are no repeat offenders.
- Stakeholder voice identifies anti-bullying as a strength of the school.
- All staff are able to identify types of bullying, report and deal with accordingly.

This policy includes:

- Bullying of students by students within school
- Bullying of and/or by students outside of school, where the school is aware of it

Allegations about bullying of students by staff will be dealt with under the school's Safeguarding Policy.

LEGISLATION & GUIDANCE

Everything we do and every interaction at St Cuthbert's is based on our core values of respect, love, compassion, stewardship and service. **St Cuthbert's RC High School will not tolerate bullying and will seek to deal with it quickly and effectively.** All students should be able to work in a safe, caring, supportive environment and bullying has no place in this vision or in our school.

We believe in dignity for all and want our young people not just to be safe and happy but to understand their actions can have a serious effect positively or negatively on others. We want them all to make the right decisions for the right reasons in relation to any relationships they have. Our focus will be on installing the principles of rights and responsibilities which will serve as the basis for respect & tolerance

We also have a responsibility given to us by the government - *'a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the local authority children's social care'. We have a legal requirement upon us to take necessary action under Section 149 of the Equality Act, 'public authorities must have 'due regard' for eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.*

1 INTRODUCTION

1.1 Bullying occurs when a person or group of people, over a period of time, by word, action or gesture, deliberately deny the dignity of another individual or group i.e. making them feel:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- Feeling different, alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for themselves

1.2 According to 'Kidscape':

- It involves aggression (deliberate) and unequal power relationship.
- It results in pain or distress and is persistent.

1.3 Staff should be able to clearly recognise the signs of Peer on Peer abuse & should not deem any such behaviour as 'banter', 'having a laugh', or 'part of growing up'. Peer on Peer abuse can take many forms:

- Verbal Abuse
- Physical abuse
- Sexting
- Sexual abuse/sexual harassment
- Initiation/hazing types of violence/rituals

1.4 St Cuthbert's RC High School will not tolerate bullying and will seek to deal with it quickly and effectively. All students should be able to work in a caring, supportive environment and bullying has no place in this vision.

1.5 It is recognised that all schools are likely to have a problem with bullying at some time. This school regards bullying as particularly serious and firm action will always be taken against it.

1.6 This policy aims to produce a consistent response, by the school, to any bullying incidents that may take place.

2. RECOGNISING THE SIGNS OF BULLYING:

2.1 Bullying is deliberately harmful behaviour over a period of time. Staff will watch out for the signs and symptoms of the following forms of bullying:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive/personal remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. e-mails, picture/video clip bullying, Instant Messaging (IM)
- Indirect, e.g. graffiti, defacing of property, display of pornographic, class, disability, homophobic, racist or sexist material.

2.2 St Cuthbert's RC High School recognises that any student can be bullied but certain factors can make bullying more likely:

- A lack of close friends in the school.
- Shyness.
- Race, religion, sexual orientation or social class.

A disability or some other obvious difference, e.g. stammering or acne. Staff may suspect bullying is occurring if a student:

- Becomes withdrawn and anxious.
- Shows a deterioration in his or her work.
- Starts to attend school erratically.
- Has spurious illnesses.
- Persistently arrives late at school.
- Prefers to stay with adults.

2.4 Staff Responsibilities

- **ALL staff** have a responsibility to deal with and prevent bullying if they see it or become aware of it. As a minimum requirement staff must report any concerns regarding bullying to the relevant Head of Year or Pastoral Officers. If they cannot be found the information should be given to a member of the Pastoral Team or the Assistant Head for Pastoral.
- **Staff MUST** also record their concern on Class Charts using the Negative Bullying/homophobic/transphobic button
- **Pastoral Officers** will investigate any allegations or suspicions of bullying taking statements from all of those involved. If there is sufficient evidence of bullying then a Bullying Form will be completed and filed with the Local Authority. Any confirmed acts of bullying will be referred to the **Inclusion Manager** for further action
- **Leaders of the school** have a key role. **The Assistant Head for Pastoral** must report on a termly basis to the LA on all confirmed reports of bullying. The **Headteacher** must ensure the Governors are fully informed of any issues around bullying and the **Governors** must ensure all reasonable steps to detect, prevent and deal with bullying have been taken by the school and that they are fully informed of all data and analysis
- **The LA** also has a role to play and any incidents of bullying will be reported to them. The Safer Schools Partnership - (Police, YOT, Education and Youth Justice Service) includes professionals trained in Restorative Practice approaches to deal with incidents of bullying and other associated practice

2.5 Staff CPD

Over a one year cycle staff will engage in a programme of CPD. Any new staff will 'catch up' via the induction programme they will undertake. The programme will include the following:

- Identifying bullying and the victims of bullying
- Strategies for dealing with bullying and preventing bullying from happening in your classroom
- Staff as role models
- How to identify and deal with inappropriate language and views including racism & homophobia
- Cyberbullying – what is it & how to prevent it.

3. PREVENTING BULLYING:

3.1 The school will raise awareness of the nature of bullying through personal development, tutorial time, assemblies, student council forums, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.

- Give care and support to create and maintain a safe learning environment where all students feel safe, secure and valued and know they will be listened to and taken seriously in-line with the school ethos.
- Participate in local and national initiatives such as National Anti-bullying Week & Safer Internet Day
- Seek to develop links with the wider community that will support inclusive, anti-bullying education

3.2 Staff will not ignore bullying or suspected bullying. All school staff will intervene to prevent bullying incidents from taking place. After initial intervention the staff member will record the details of the incident on Class Charts and make a referral to the Head of Year, pastoral officers or Assistant Headteacher.

3.3 The school will encourage students to report any incidents of bullying to a teacher or other adult at school. Students can also speak with trained peer mentors. Students will be told that they may bring a friend with them if they wish.

3.4 The school will ensure that all staff, students and parents are aware of the school's anti-bullying policy.

3.5 Staff will praise and encourage students when they show kindness and consideration to others.

Identifying and reporting concern about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. Students who are being bullied may not report it. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Students who are bullying others also need support to help them understand and change their behaviour. Students who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All students will be encouraged to report bullying by:

- Using the wellbeing section on Class Charts which can alert key pastoral/safeguarding staff directly & immediately.
- Talking to a member of staff of their choice
- Contacting local and national support agencies for advice/support.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

4. DEALING WITH BULLYING INCIDENTS:

4.1. Any incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

4.2. The school will take the following steps when dealing with concerns about bullying:

- A clear account of the concern will be recorded and given to a member of the pastoral team (Head of Year/Pastoral Officer/Inclusion Manager) or a member of the SLT.
- The investigating member of staff will speak with everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.
- Parents/carers and other relevant adults will be kept informed.
- Where bullying occurs outside school, any other relevant schools or agencies for example School based police officer, will be informed and advice/support obtained.
- Sanctions may be used as appropriate and in consultation with all parties (students/parents/carers/outside agencies, if necessary) involved.
- School currently adopts a practice of Restorative Practice. Peer mentors are trained alongside relevant staff.

4.3 In dealing with bullying, school staff will:

- Not ignore it.
- Not make premature assumptions.

- Listen to all accounts of the incidents.
- Adopt a problem-solving approach that encourages students to find solutions rather than simply justify themselves.
- Make regular follow-up checks to ensure that bullying has not resumed.

5. IF A STUDENT IS BULLIED:

5.1. Staff who receive a report of bullying from a student will:

- Listen to the student's account of the incident.
- Reassure the student that reporting the bullying incident was the right thing to do.
- Make it clear to the student that he or she is not to blame for what has happened.
- Make a note of what the student says.
- Explain that the student should report any further incidents to a teacher or other member of staff immediately.

5.2. Staff will ask the student:

- What has happened?
- How often has it happened?
- Who was involved?
- Where has it happened?
- Who saw what happened?
- What he or she has done about it already?

5.3 This information will be referred as soon as possible to the Head of Year/Pastoral Officers.

6. ADVICE TO STUDENTS:

6.1. The school will advise students who are caught up in bullying incidents to:

- Stay calm and look as confident as possible.
- Be firm and clear. Tell the bully to stop.
- Get away from the situation as quickly as possible.
- Immediately tell an adult what has happened.

7. SUPPORT SERVICES:

7.1. Students who have been bullied will be supported by:

- Discussing what happened.
- Discovering why the student became involved
- Establishing the wrongdoing and need to change
- Informing parents to help change the attitude of the student
- The use of interventions and/or referrals to other agencies where appropriate; both in school (SELECT) & outside of school.

7.2. Key staff/areas of school that can offer support include:

- Form Tutor.
- Head of Year, Pastoral Officers, Assistant Head
- Inclusion Manager/Behaviour Manager
- Mediation through Restorative Practice by identified pastoral staff and/or SELECT interventions
- School Nurse
- Peer Mentors
- Health Champions
- LGBT support group

8. HELPING BULLIES TO CHANGE:

8.1 Staff will spend time to help students who have bullied others to change their behaviour. If a student is bullying others, staff will:

- Talk to the student and explain that bullying is wrong and makes others unhappy.
- Discuss with the student how to join in with others without bullying.
- Talk to the student about how things are going at school, his or her progress and friends.
- Give the student lots of praise and encouragement when he or she is being kind and considerate to others.
- Complete a six week SELECT intervention programme in school. This referral will be made by the student's Head of Year or a member of staff within the Pastoral team.
- In extreme cases, appropriate external agency referrals for example police, social care will be made

9. DEALING WITH SERIOUS BULLYING:

9.1 If the preventative measures, interventions and peer support strategies do not succeed, serious bullying will be dealt with under the school's discipline policy. The bully may:

- Be removed from the group and placed in a different class or form.
- Receive a sanction.
- Attend a meeting with key pastoral staff and parent/carer to discuss the issue.
- Receive support from our on-site support services.
- Be banned from a school trip or other events where these are not an essential part of the curriculum.
- Be excluded for a fixed period.

9.2 Be placed in an alternative provision or recommended for a managed move. In the most serious cases, permanent exclusion may be considered if the bullying involves serious actual or threatened violence against another student or amounts to persistent and defiant misbehaviour.

10. RECORDING INCIDENTS

10.1 All incidents of bullying and discussions with the students involved will be recorded, along with the school's response (Appendix 1). This record will be monitored by the Assistant Headteacher

10.2 Any incidents of bullying, racism or LGBT prejudice within the school is reported to the Local Authority at the end of every half term (Appendix 2)

11. CO-OPERATING WITH PARENTS AND CARERS

11.1 The school will work with parents in dealing with bullying. Bullying in school is everyone's responsibility. All staff, students and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

11.2 The school will ensure that parents and students are aware of the school's anti-bullying policy and the mechanisms in place to deal with it

11.3 Parents, carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety and irritability.

11.4 The school will encourage parents who suspect that a child is bullying or being bullied to immediately contact the school and make an appointment to see the child's Head of Year or a Pastoral Officer as soon as possible

11.5 Parents and carers will be informed of incidents and will be involved in discussions. The

school will discuss with parents how they can work together to stop the bullying.

12. MONITORING AND REVIEW

12.1 This policy is regularly monitored and reviewed, on a two year cycle, by the Assistant Headteacher to ensure that it is working as effectively as possible.

12.2 A senior member of this school staff will be identified to lead on the implementation of the policy and act as the link person with the LA and outside agencies.

12.3 An annual report will be made to the governing body, including statistics about:

- The number of reported concerns
- Monitoring information about the students involved
- Motivations for bullying
- Actions taken and outcomes

Associated policies & documentation:

- Equality and Diversity Policy
- Behaviour Policy
- Acceptable Use Policy (internet safety)
- Safeguarding (child protection) Policy
- Child Protection Policy
- Complaints procedures
- SEN Policy and Practice

ACADEMIC YEAR 20XX/XX – XXXXX TERM 20XX

Please complete the form using totals only for each category even if you have returned individual forms to the LA.

For a nil return complete only

Section 1

Section 1: Overall Information	
School Name:	
Responsible member of staff & contact details:	
Total number of incidents recorded as bullying during the XXXXX Term 20XX	

Section 2: Gender profile (Please include numbers as relevant)			
Victim Profiles Overall figures		Perpetrator Profiles Overall figures	
Male	Female	Male	Female

Section 3: People involved (Please include numbers as relevant)				
Category	Victim Profiles Overall figures		Perpetrator Profiles Overall figures	
	Male	Female	Male	Female
Group				
Unknown				
Pupil/Student				
Teaching Staff				
Other Staff				
Other				

Section 4: Location (Please include numbers as relevant)			
School premises		Outside school premises but involving school personnel	
School visit		School or public transport	
Internet/social networks		Local shops	
Town/village centre		Other location	

Section 5: Incidents - Please include numbers as relevant (One incident may involve more than one category)

Physical (such as violent acts or non-consensual touching)	
Verbal (such as name calling)	
Non-verbal (such as glaring at someone)	
Sexual (such as making homophobic/lewd comments or non-consensual sexual touching)	
Social (such as excluding someone from social groups)	
Technological (such as cyber bullying or sending hateful text messages or emails)	
Other	

Section 6: Action Taken - Please include numbers as relevant (One incident may involve more than one category)

Pastoral		Referral		Fixed Exclusion	
Discipline		Restorative approaches		Permanent Exclusion	
Other					

Section 7: Parties Contacted - Please include numbers as relevant (One incident may involve more than one category)

Parents/guardian		EWO	
Schools -based Police Officer		Other	

Thank You for completing this form!

Please return this document via email, fax or post to:
xxxxxxx,
School Improvement Team,
Floor 4, Number 1 Riverside, Rochdale, OL16 1XU
Email: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Fax Number: 0844 963 2421



**Early Help and Schools
Bullying Incident Report Form for
Schools
(For central monitoring purposes only)**

Date of Incident

Time

Victim profile	Perpetrator profile
Name	Name
D.O.B.	D.O.B.
Gender	Gender
Student/Staff/Other	Student/Staff/Other

Before recording an incident it may be useful for staff to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

(Although incidents may not be bullying, including cyber bullying, they should always be followed up thoroughly in the school/setting and dealt with appropriately.)

Type of incident: (Tick as appropriate)

- Physical (such as violent acts or non-consensual touching) []
- Verbal (such as name calling) []
- Non-verbal (such as glaring at someone) []
- Sexual (such as making homophobic/lewd comments or non-consensual sexual touching) []
- [] Social (such as excluding someone from social groups) []
- Technological (such as cyber bullying or sending hateful text messages or emails) []
- Other (please specify) []

Brief details of incident:

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Location: (Tick as appropriate)

School Premises	<input type="checkbox"/>	Outside School premises but involving school personnel	<input type="checkbox"/>
School Visit	<input type="checkbox"/>	School or public transport	<input type="checkbox"/>
Internet/social networks	<input type="checkbox"/>	Local shops	<input type="checkbox"/>
Town/village centre	<input type="checkbox"/>	Other location	<input type="checkbox"/>

Action taken: (Tick as appropriate)

Pastoral	<input type="checkbox"/>	Referral	<input type="checkbox"/>	Discipline	<input type="checkbox"/>
Fixed exclusion	<input type="checkbox"/>	Permanent exclusion	<input type="checkbox"/>	Restorative approaches	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>				

Parties contacted: (Tick as appropriate)

Parents/guardian	<input type="checkbox"/>	School based Police Officer	<input type="checkbox"/>
EWO	<input type="checkbox"/>	Other	<input type="checkbox"/>

Signed **Date**

Name **Position**

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'

(Preventing and Tackling Bullying - Advice for headteachers, staff and governing bodies, DfE March 2014)