St Mary's Catholic High School, Leyland

Pupil Anti-Bullying Policy

Stand together against bullying

Statement of Intent

Our mission as a school is centred on our belief in Christ. The aim is to create a secure, caring, Christian and happy environment for every pupil. It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse.

St Mary's Catholic High School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils.

All pupils are encouraged to work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Definitions of Banter and Bullying

Banter

For the purpose of this pupil policy, banter is a **friendly,** playful exchange of teasing remarks, meant to be **light hearted** and **humorous.** It is often described as a verbal "ping-pong," where individuals take turns making witty, good-natured jokes with each other.

The tone and intent of banter are crucial, as it should be a **positive** and **reciprocal interaction** that **strengthens bonds** between people who **know and trust** each other.

Bullying

For the purpose of this pupil policy, 'bullying behaviour' is defined as '**Repeated negative** behaviour that is **intended** to make others feel **upset**, **uncomfortable** or **unsafe**'.

The impact:

Upset, Uncomfortable, Unsafe- Pupils are encouraged to remember the acronym 'The three 3 U's' regarding the impact bullying can have on a target/s.

- **Repeated:** Incidents are not one-offs; doing something more than once.
- **Negative behaviour:** negative behaviours include Verbal, Indirect and Physical (VIP).
- **Intended:** Doing something on purpose; it is not an accident.

St Mary's define it as 'bullying behaviour' because it is a 'choice' that needs to be 'challenged' for behaviour to 'change'.

Power imbalance

Whether real or perceived, bullying is generally based on unequal power relations.

2. Identifying the types of Bullying and the nine Protected Characteristics

Many kinds of behaviour can be considered bullying. Pupils are encouraged to remember the acronym 'VIP' in identifying bullying behaviour:

VIP- Negative Behaviours:

- **Verbal:** Unkind words directed at an individual/s in person (face to face).
- **Indirect:** Unkind actions that happen behind a individual's back (not to their face). For example, spreading rumours, excluding someone, backstabbing, public humiliation, stealing friends, breaking secrets, cyberbullying.
- **Physical:** Unkind actions that enter an individual/s personal space without permission.

Bullying can be related to almost anything, including the nine protected characteristics. The nine protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. These are personal attributes protected under the Equality Act 2010 to prevent discrimination in Great Britain.

- **Age:** Any age, but often refers to older age groups or younger ones.

- **Disability:** A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities.

- **Gender reassignment:** The process of changing one's gender.

- **Marriage and civil partnership:** Being married or in a civil partnership.

- **Pregnancy and maternity:** Includes pregnancy, childbirth, and the period of maternity leave immediately following the birth.

- **Race:** Includes race, colour, nationality, and ethnic or national origin.

- **Religion or belief**: Includes religion, religious beliefs and lack of belief.

- **Sex:** Refers to a person being male or female.

- **Sexual orientation**: A person's sexual orientation, such as being heterosexual, homosexual, or bisexual.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:
- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

3. Understanding the roles in Bullying Behaviour

Pupils are taught to understand the different roles there are, in bullying behaviour. The examples are below:
- The target- the person subject to the bullying behaviour.
- The perpetrator- this person initiates the behaviour and can draw on others.
- The reinforcer- this person reinforces the situation and increases the perpetrator's sense of power, authority and justification of what they are doing. They are present even when not directly involved.
- The assistant- they assist the perpetrator and reinforcer, perhaps copying them, or laughing/adding their own comments at the target. Assistants 'jump on the 'bandwagon'.

- Bystander- they stay removed from the bullying behaviour and pretend it is not happening; they do nothing about the situation.
- The Upstander- this person supports the target and may question or challenge the bullying behaviour. They also do what they can to protect, support and help the target.

The pupils are also taught that bullying is behaviour led because:
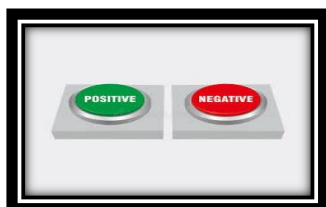
1.   It is a choice.

2.   It needs to be challenged.

3.   It needs to be changed.

3. Pupil responsibilities in reporting Bullying Behaviour

Pupils are responsible for:

- Informing a member of staff (face to face or via the anti-bullying form on the school website) if they witness bullying, or are a target of bullying.

4. Signs of Bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:
- Being frightened to travel to or from school.
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions

- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's Form Tutor, who will investigate the matter and monitor the situation.

5. Staff Principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying.

Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

6. Cyberbullying

Cyberbullying is a form of indirect bullying and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside

school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Flaming/Trolling
- Catfishing
- Exclusion
- Denigration
- Outing/Exposing
- Cyberstalking
- Online Sexual harassment

7. Support

In the event of bullying, 'targets' will be offered the following support:

- Emotional support and reassurance from the school counsellor
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents/carers to ensure a continuous dialogue of support.
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent/carer on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The Headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the target(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Targets will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL, will work with the target to build resilience, e.g. by offering emotional therapy.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

8.   Follow Up Support

The progress of both the perpetrator and the target will be monitored by their Form Tutors. One-on-one sessions to discuss how the target and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Pupils who have been bullied will be offered continuous support. The Pastoral Leader will hold a formal meeting, to check whether the bullying has stopped – these formal meetings will continue to take place until the Pastoral Leader and target are confident the bullying has stopped. The target will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:
- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the target of bullying to CAMHS.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Headteacher and DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents/carers. Where a pupil who has been the target of bullying has developed such complex needs that alternative provision is required, the pupil, their parents/carers, the Headteacher and DSL will meet to discuss the use of alternative provision.

9.   Bullying Outside of School

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g., on a school trip.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Bullying Report Form

This form will be sent to the Anti-Bullying Lead and Pastoral Year Group Leader upon completion.

Bullying

Use this form to report any bullying issues you may have encountered within St Mary's Catholic High School

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. First Name *

Enter your answer

2. Last Name *

Enter your answer

3. Year Group *

○ YR7

○ YR8

○ YR9

○ YR10

○ YR11

4. Your email address *

Enter your answer

5. Perpetrator's Name *

Enter your answer

6. Perpetrator's Year Group/Form (if known)

Enter your answer

7. Has this occurred on multiple occasions? *

◯ Yes

◯ No

8. Is this bullying happening to other pupils? *

◯ Yes

◯ No

◯ Don't know

9. What type of bulllying is it? *

☐ Physical

☐ Verbal

☐ Online

☐ Other

10. If you selected 'Other' in question 9, please describe what time of bullying it is

Enter your answer

11. When does the bullying take place? *

- [ ] In the classroom
- [ ] During social time
- [ ] Before school
- [ ] Evening\Weekend

Submit