



# All Saints Catholic High School

## Anti-Bullying Policy

*"We will provide a Christian Education for all pupils based on the teachings of Jesus and the Spirit of the Gospels. The whole life of the school will be determined by the Gospel Values of Love and Justice. We will always value and care for all members of the All Saints Community according to their needs, and will affirm and nurture the development of all"*

**School Mission Statement**

**Date Reviewed: January 2020**

**Next Review Date: January 2021**

## Introduction

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

*Preventing and tackling bullying – DfE July 2017*

At All Saints Catholic High School, we are committed to providing a caring, safe and welcoming environment for all of our pupils so they are able to learn in a relaxed and secure atmosphere and fulfil their potential. Bullying is anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken.

## Aims of the Policy

- To educate the school community and parents/carers so that they have a good understanding of what bullying is
- To increase understanding of how behaviours may affect others
- To establish clear and consistent procedures for dealing effectively with behaviour that is defined as unacceptable
- To ensure all pupils and parents/carers know what the school policy is on bullying and what they should do if bullying arises
- To contribute to the ethos of the school in which everyone feels secure, respected and valued and entitled to seek support
- To build pupils' capacity to address bullying and their emotional resilience
- To reduce and stop bullying
- To encourage the promotion and dissemination of anti-bullying information, guidance and good practice.

## Objectives of the Policy

### For Pupils

- To increase good behaviour and positive social skills and attitudes in children and young people
- To make pupils aware of situations and circumstances in which bullying may occur and help them learn strategies that reduce the likelihood of them being bullied
- To increase the disclosure of incidents to responsible adults and/or identified young people (e.g. prefects).

### For Staff

- To promote organisational cultures in which bullying is unacceptable and where 'telling' is the norm
- To ensure that effective and consistent intervention happens swiftly when bullying occurs
- To encourage anti-bullying approaches that are focused on generating solutions through joint problem solving

- To ensure that appropriate emotional and practical on-going support is available during and after incidents of bullying and is accessible to all pupils
- To work proactively with other organisations, external agencies and members of the community to address bullying and its impact on the community, the victim and his/her family.

## Relevant Legislation

Whilst there is no legal definition of bullying, there are still some laws and guidance which schools must give regard to:

- The Department for Education's guidance – Preventing and tackling bullying (July 2017)
- Education and Inspections Act 2006 Section 89 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils
- Under the Public Sector Equality Duty of the Equality Act 2010, schools must take steps to prevent and respond to discriminatory language
- Schools have the powers to intervene in bullying incidents outside of the school grounds including on school transport, in the community and online.

## Safeguarding Children and Young People

Schools have a legal duty to safeguard and promote the welfare of children. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm,' a bullying incident should be dealt with as a child protection issue under the Children's Act 1989. These concerns must be reported to the school's Designated Safeguarding Lead (DSL) and Children's Social Care. Please see the schools' Safeguarding and Child Protection Policy and Procedures and Part 1 of Keeping Children Safe in Education (September 2018) for further information.

It is important to bear in mind that some types of behaviour could be a criminal offence; for example, bullying that involves violence or assault, theft, harassment and intimidation or anything involving hate crimes. Some communications and cyber activities could also be criminal offences under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If staff feel that an offence has been committed, they should discuss their concerns with the DSL and assistance will be sought from the Safer Schools Police Officer.

## Definition of Bullying

Bullying is when an individual or group of people REPEATEDLY intentionally hurt, harass or intimidate another individual or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.

Bullying is not the isolated incidents of hurtful behaviour, teasing or arguments, which tend to be part of school life, particularly at unstructured times. It is usually pre-meditated and perpetrators are aware of its implications and consequences.

## Characteristics

Emotional:	Social exclusion, tormenting, hiding belongings, threatening gestures, ridicule, humiliation, intimidation, manipulation, coercion
Physical:	Pushing, poking, kicking, hitting, biting, pinching or use of any violence
Sexual:	Unwanted physical contact, inappropriate touching, abusive/sexually inappropriate comments, exposure to inappropriate material
Verbal:	Name-calling, spreading rumours, teasing or sarcasm, making threats, belittling
Written:	Notes or graffiti
Cyber/Online:	All areas of the internet (e.g. social media, email, blog, internet chat room and gaming website misuse), mobile phone threats by text messaging and calls, misuse of associated technology such as camera and video facilities
Prejudice-based:	A negative focus on actual or perceived differences; for example on the grounds of colour, ethnicity, culture, faith, gender, sexual orientation or identity (e.g. lesbian, gay, bisexual, transgender or questioning - LGBTQ), special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

- Bullying can be direct or indirect. Direct bullying occurs between the people involved, whereas indirect actions involve others, for example, passing on insults or spreading rumours. Indirect bullying mostly causes harm by damaging another person's reputation, peer relationships and self-esteem.
- The seriousness of the bullying is determined more by the distress suffered by the victim than by the intention of the bully.

## Signs and Symptoms

Possible indicators that students may be bullied:

- Is frightened of walking to or from school
- Doesn't want to go on the bus to school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Displays traits of self-harming traits
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to lack focus and underachieve in schoolwork

- Comes home with clothes torn or books damaged
- Have possessions, which go "missing"
- Asks for money or starts stealing money (to pay the bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Loss of usual friendship groups

## **Bullies - Some Characteristics**

Bullies may:

- Feel inadequate or lack self-esteem
- Feel insecure
- Be bullied themselves by parents/siblings
- Be victims of physical/sexual/emotional abuse
- Have been socialised into a 'success by any means' attitude
- Not understand why their behaviour is unacceptable
- Be lacking in the ability to empathise with victims
- Be 'spoilt', lack inner controls on behaviour
- Lack social skills for making demands in a non-aggressive way

## **Victims – Some Characteristics**

Victims may:

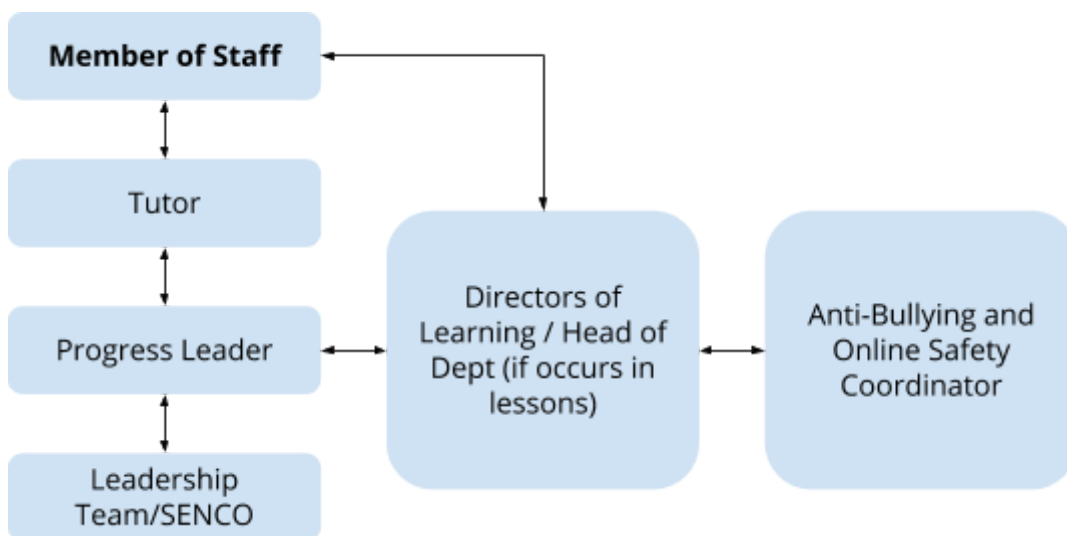
- Feel inadequate, lack self-esteem
- Be anxious and insecure individuals
- Be normally submissive, repressing feelings and own wants and needs
- Resort to crying/temper outbursts when threatened
- Lack social skills for defending themselves
- Have been over-protected at home

## **The Role of the Informed Member of Staff**

- Respond quickly and sensitively.
- Deal with the immediate situation; this does not necessarily mean that the situation has to be rectified immediately, but dealt with in some way with the next course of action being explained to the individual.
- Speak and listen to the victim in order to ascertain the people involved and to understand the situation.
- Always write an account; obtain a dated, signed account from the victim and bully.
- Inform the form tutor of the victim's name so they are aware of the situation.

- **Inform the progress leader/anti-bullying and online safety coordinator of the bullying incident or a member of the Leadership Team (if the former is not available).**
- Appropriate consequences should be discussed between progress leader/anti-bullying and online safety coordinator, SENCO or appropriate member of the Leadership Team.
- Try to ensure protection against retaliation against anybody who reports bullying.

Generally, the contact order would be:



**Pupils have the right to choose the person in whom they confide!**