

Anti-Bullying Policy

Introduction

Here at St Bede's Catholic School we are the children of God, striving to fulfil our potential in our community of learning, of love, and of service in the name of the Father, the Son and the Holy Spirit.

This policy has been produced in consultation with staff and pupils (from the Anti-Bullying Group and the School Council). It aims to offer practical advice and guidance to prevent and address any incidents or allegations within St Bede's Catholic Middle School.

Aims of the Policy

- Aim to provide a safe, secure and positive learning environment where pupils feel comfortable, confident and treat each other with understanding and respect.
- We never assume that bullying does not happen in our school and so pupils are actively encouraged to report any incidents.
- All adults have a duty to listen, offer appropriate support and provide intervention strategies for both the victim and the alleged bully.
- All adults should contribute to the monitoring and shaping of the Catholic Ethos of the school.
- Any bullying can prevent pupils from fulfilling their potential and so cannot be tolerated.
- If anyone knows about or sees bullying they must tell and get help.
- All members of staff need to deal firmly with bullying following our Anti- Bullying Policy
- All members of staff should act as role models.
- Will ensure that any unchristian and aggressive behaviour by adults towards members of staff will not to be tolerated.

Main Body of the Policy

We are strongly committed to eliminating all forms of bullying and harassment and will try to ensure that all its pupils feel their school is a safe place in which to learn. Where bullying exists, the victims must feel confident to activate the anti-bullying system within our school to end the bullying. It is our clear aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and to build an anti-bullying ethos in the school.

We have a shared commitment to tackling bullying, based on the moral Christian principles of respecting others, accepting diversity and demonstrating care and courtesy. The school works hard to build an atmosphere of trust so that pupils feel secure about themselves and their place in the school.

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Objectives

- To develop a strong ethos in the school which promotes tolerance and respect, including respect for difference and diversity.
- To demonstrate positive leadership from the Senior Leadership Team, Senior Management Team and Academy Representatives on how bullying is to be dealt with within the overall policy on attitudes and behaviour.
- To ensure a planned approach in Pastoral programmes in tutor time and other subject areas to the issue of bullying in a context which promotes self-esteem and confident relationships.
- To provide quiet areas at break or lunchtime for those who feel threatened – the Library, Social Club, the garden and Hub.
- To ensure prompt and thorough investigation of reported incidents, including contact with parents of victims and bullies.
- To record incidents of bullying so that analysis can inform policy and practice.

To underline this commitment, the following guiding principles on tackling bullying are displayed in every teaching room throughout the school next to the Code of Conduct at St Bede's.

- Bullying is completely **unacceptable**
- If you are being bullied **tell someone**
- If you witness bullying **tell someone**
- People who help stop bullying will be given **full support**
 - Every reported incident will be **investigated**
 - Victims will be given **full support**

KEEPING QUIET ALLOWS IT TO GO ON!

Definition of Bullying

Bullying is “**Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally**”

Bullying can include – name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and sending offensive or degrading images by phone or via the internet; producing offensive graffiti, gossiping, including people from groups and spreading hurtful and untruthful rumours.

It is also important to point out that not every incident reported is ‘bullying’. Sometimes, children will have friendship issues or experience conflict with other children. Children can disagree, argue and cause upset without intentionally trying to harm the other child. School staff will support children in resolving their friendship issues and conflicts and pastoral support staff will work with the children involved. Although these times cause children emotional distress, they are not acts of bullying. However, the children involved will still need regular support to resolve their issues and will receive regular support from pastoral support staff.

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Forms of Bullying

Forms of bullying include;

- Bullying related to race, religion or culture.
- Bullying related to special education needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.
- Physical, by hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal, by name calling, insulting or making offensive remarks. This is the most common direct form and will include comments made on a person's individual characteristics (ethnic origin, nationality or colour, sexual orientation or disability or on family members).
- Racist when a pupil is targeted on the basis of their ethnic origin or colour and will hurt not only the victim but also other pupils from the same group or their families. Racism is not exactly the same as bullying. It is much broader and takes many forms of which bullying is only one.
- Indirect, by spreading nasty stories, being excluded from social groups, being made the subject of malicious rumours.
- Cyber by sending malicious e-mails or text messages, and misusing photographic or video facilities. Text message bullying is an increasing problem, which required school staff to be particularly vigilant and innovative. All complaints will be treated seriously and the pupil and their family will be advised to contact the police (this will include complaints of bullying by e-mail or the misuse of internet chat rooms).
- Sexual bullying impacts on both girls and boys and will include looks and comments on someone's development, or inappropriate and uninvited touching, innuendo and propositions. This type of bullying can include comments on appearance or sexual orientation (focusing on issues of sexuality and targeted if they are perceived as stepping outside the traditional gender stereotype or boundaries).
- Evidence has shown that pupils with Special Educational Needs, long term health and/or disabilities or some in their family with such difficulties can be at greater risk of being bullied. Depending on their disability some pupils may find it particularly difficult to 'tell' especially if they have a language or communication difficulty.

Preventing, Identifying and Responding To Bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Work with the local Police if gang activity is evident in school.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience, building self-esteem, self-confidence and responsible assertiveness.

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- Consider all opportunities for addressing bullying including through the curriculum through displays, through peer support and through the School Council and Anti-Bullying Group.

Basis for Effective Action

We will ensure pupils know the Code of Conduct, choices and consequences which guides pupils' behaviour.

- A Code of Conduct agreed by the whole school community that defines unacceptable behaviour
- All staff having a key role in improving behaviour and supporting those pupils with problems
- Clear rewards and sanctions for behaviour are understood and taken seriously by the pupils
- Record of students' behaviour used to set targets and to discuss progress with parents
- Regularly canvas children and young people's views on the extent and nature of bullying
- Ensure pupils know how to express worries and anxieties about bullying particularly through the ABG, Pastoral Support Room and The Worry Email.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying and anti-social behaviour, including Personal Support Plan and ultimately exclusion
- Involve pupils in anti-bullying campaigns in schools – November Anti-Bullying week particularly
- Publicise the details of help lines and websites
- Offer support to pupils who have been bullied, from friends, Form Teacher, Head of Key Stage and Senior Leadership Team
- Work with pupils who have been bullied in order to address the problems they have
- Ensure that all staff play a key role in improving behaviour and supporting those pupils with problems

We will:

- As soon as we identify a bullying problem or as soon as the bullying problem is brought to attention, we aim to stop the bullying scenario and support the children involved.
- We will log the incident and follow a package of support (Appendix A) where we help all of the children involved.
- The support will vary depending on the needs of the children involved. For example – the perpetrator will need support and help to change his or her behaviour and we need to help him/her realise the depth of emotional, psychological and physical harm they may be inflicting.
- The victim may need help and support to be more self-confident and to build on their self-esteem .We may also have to work on supporting him/her build strong, positive friendships with other children. If the victim would benefit from more intensive emotional support, we can refer the child to our pastoral worker who will work 1-1 with the child for a number of weeks.
- We can also signpost parents to further support from other outside agencies if it is felt that it is needed.

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Links with Other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including

- Behaviour Policy
- Safeguarding Policy

Monitoring and Review, Policy into Practice

We will review this policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DFE and the Anti-Bullying Alliance (ABA) to inform this action planning to prevent and tackle bullying.

Tackling bullying in school can be difficult and time-consuming, and often the truth is difficult to uncover completely. However, it is important to deal with all reported incidents and to give time to both the victim and the bully if we hope to create a safe and happy environment for all our pupils.

Every year our school uses Anti-Bullying week to really promote all the work it does to stop bullying, and uses collective worship and campaigns to give information on bullying, what it is and how we can work together to stop it, which is then carried out throughout the school year.

Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the School's website.

Appendix A

Bullying Plan	Intervention	Lead Person	Comment
(Perpetrator and victim)	<ul style="list-style-type: none">• Meeting with Parents/Carers• Bullying Plan Shared	<ul style="list-style-type: none">• Pastoral Manager• Head of Key Stage	
	<ul style="list-style-type: none">• Weekly contact with parents for 3 weeks	<ul style="list-style-type: none">• Pastoral Manager• Head of Key Stage	
	<ul style="list-style-type: none">• Daily check in for 3 weeks & then reducing over time for 6 weeks.	<ul style="list-style-type: none">• Pastoral Manager	
	<ul style="list-style-type: none">• 1-1 20 min session weekly (for 3 weeks initially)	<ul style="list-style-type: none">• Pastoral Manager	
	<ul style="list-style-type: none">• Plan review with children and parents after 6 weeks.	<ul style="list-style-type: none">• Pastoral Manager• Head of Key Stage	