



## Whole School Policy for Anti-bullying

**Blessed Robert Sutton Catholic Voluntary Academy**

**Member of Staff Responsible for the Policy: XXXXXXX**

**Date on which this Policy was last reviewed: Dec 2018**

**Date on which this Policy will next be reviewed: Dec 2019**

**Dissemination of the Policy: All Staff, Parents (via the website), Pupils (via Assembly)**

This policy has been drawn up after consultation with the Senior Leadership Team, Pastoral Team, Form Tutors and members of the Chaplaincy Team.

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on XXXXX. It is due for review on XXXXX.

Signature

Headteacher

Date: XXXXXX

Signature

Chair of Governors

Date: XXXXXX

**The minutes of the Governing body dated **XXXXX** clearly demonstrate where this Policy has been developed with the staffing group using their expertise and knowledge.**

**Publication date: XXXXXX**

**Renewal Date: XXXXXX**

## Introduction

Blessed Robert Sutton Catholic Voluntary Academy aims to provide for each pupil an education within a caring Catholic environment. Concern for the individual child is at the heart of Blessed Robert Sutton Catholic Voluntary Academy as we seek to develop the unique talents of each pupil in the traditions of the Catholic Faith. We are a well ordered community, with a happy learning environment, and our code of conduct and our rules are all designed to promote responsibility and mutual respect.

Pupils must feel safe and respected if they are to learn effectively. We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## Roles and responsibilities

**The Head teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, CMAT and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

**The Anti –bullying Co-ordinator** in our school is the Assistant Headteacher responsible for Pupil Behaviour. The responsibilities of the coordinator are: Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies

- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

There is a nominated Governor with the responsibility for Anti-bullying: XXXXXX.

## Definition of Bullying

There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: *Preventing Bullying 2017, DFE*).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. (See ref: *DCSF Homophobic bullying*).

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying can be:

- physical (hitting, kicking, theft)
- teasing
- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Anyone who thinks they are the victim of bullying, or who has witnessed it taking place, is encouraged to report it. If the incident involves children or young people it should initially be recorded on MyConcern where it will be referred to the relevant Year Progress Leader. Pupils are encouraged to tell someone about any bullying they think is taking place: This can be their form tutor, their Year Progress Leader or a member of the safeguarding team. All members of staff are aware of their responsibility to inform the Year Progress Leader of any alleged incidents of bullying. Parents/carers, bystanders, staff and visitors are encouraged to report any incident to the appropriate Year Progress Leader via the school receptionist. It is preferable for this to be in writing but e mails, telephone calls or face to face conversations will suffice. 'Victims' must know that their concerns will be taken seriously and recognise that investigations take time.

### **Procedure for dealing with complaints of bullying**

All reported incidents will be taken seriously and investigated. All relevant parties will be involved in the investigation. This would usually include the victim(s), the alleged bully (or bullies) and any witnesses. Other agencies that may have relevant information will be contacted.

### **How to deal with bullying and who to tell**

Each year in the autumn term we will teach all our students to take the following action if they feel they are being bullied:

- if you feel able to, then let the 'bully' know that they do not like what is happening to them and ask the bully to stop;

- if the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be her/his form tutor, any teacher or any member of staff.
- use the [help@robertsutton.staffs.sch.uk](mailto:help@robertsutton.staffs.sch.uk) email address to report your concerns discreetly.

### **What any adult – teacher, support staff, parent – who has been told about bullying should do**

Go to, phone or email the pupil's Progress Year Leader of the pupil concerned.

If a parent does not know who the appropriate Progress Year Leader is they should contact school and the Receptionist will advise them.

### **Who should investigate**

In the first instance we would expect the pupil's form tutor to discuss any issues with their tutees and suggest possible solutions. Often this resolves the situation. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will pass the matter to the Year Progress Leader. An investigation into a complaint of bullying will be carried out which will involve the pupil being asked to make a statement, either verbal or written, and the member of staff investigating will make notes. In most cases this will be by one of the Year Progress Leaders, but on occasions by a form tutor or XXXXX (member of SLT).

### **The need for gathering evidence**

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened. During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and the end of school. He/she will be offered protection at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch.

### **How we deal with incidents that cross the inside/outside school boundaries**

Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

### **What sanctions we use**

At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all pupils to be proactive and seek help from members of staff if they witness another pupil being hurt or they are concerned about others.

The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion:

- In the first instance, a bully will be warned and if appropriate parents will be informed. This will be noted on the pupil's file for further reference. We will impress on them that what he/she has done will not be tolerated at our school. This frequently solves the problem.
- If the bullying continues, parents will be informed and invited into school and both pupil and parents will be told that further sanctions will follow if the bullying doesn't stop and the pupil will be placed on the anti-bullying register.

- If there is further bullying, formal notification will be sent home via a written letter and a parental meeting arranged. The pupil will be detained at break and lunch times.
- Removal from specific classes if appropriate will be used.
- The school may impose sanctions such as the Time Out or Inclusion Unit or Exclusion from school for a fixed period of time will also be used if appropriate.
- The ultimate sanction for bullying is permanent exclusion.
- The school will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

There will be responses to monitor progress of all reports of bullying.

### **Engaging with parents and carers**

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.

- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, Year Progress Leaders and Senior Staff do have other demands on their time.

### **How we monitor the situation**

Pastoral staff will try to check at regular intervals on the welfare of a pupil who has been bullied, but we do rely on pupils reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both pupils and parents must understand that we cannot take action if we are not made aware.

There are a range of follow-up strategies the school uses in order to work with the target of the bullying and the perpetrator of the bullying. These include short-courses delivered by the Pastoral Team, restorative approaches, liaising with external agencies etc. In addition to these follow-up strategies, the anti-bullying coordinator will also meet with the target of the bullying after a period of three months of an incident being placed on the register in order to ensure there have been no further incidents.

### **Strategies for Preventing Bullying**

As part of our commitment to the safety and welfare of pupils we at Blessed Robert Sutton Catholic Voluntary Academy have developed the following strategies to promote positive behaviour and discourage bullying. They are not in any order of importance.

- SMSC provision PSHCE – SAVE programme
- National Anti-Bullying Week highlights issues via acts of worship/tutorials
- Pupil competitions to produce Anti Bullying posters/PowerPoint's
- Internet safety sessions for students. This is also covered in ICT lessons.
- Safer Internet day is promoted in school
- Peer Mentoring
- Acts of worships
- Parent information evenings e.g. Being safe in the virtual world
- Raising staff awareness
- Use of the pastoral care team for short courses e.g. behaviour modification, anger-management courses, empathy development.
- Anti-bullying restorative packs in Time Out
- Anonymous email to report bullying issues – [help@robertsutton.staffs.sch.uk](mailto:help@robertsutton.staffs.sch.uk)

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff responsible for the Register. The register is currently kept in an electronic form and these are maintained by the anti-bullying coordinator. Other documents, such as incident referral forms, may be stored in the individuals school file on SIMs and MyConcern.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

The register will be available for the School Governors and any sub committees who wish to view it. Summary statistics from the register are shared with School Governors every half term. The policy will be reviewed and revised as advised by the Governing Body of Blessed Robert Sutton Catholic Voluntary Academy.

Prejudice related incidents of bullying are also recorded in a separate register for monitoring and pupil disciplinary purposes.

## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://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” March 2014: <https://www.gov.uk/government/publications/preventingand-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

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

### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

Implemented on: Jan 2019  
Reviewed on: Jan 2020  
Approved by Full Governing Body: XXXX  
Next review date: XXXX  
POLICY ON ANTI-BULLYING

DRAFT