

# GOVERNORS' POLICY ON ANTI-BULLYING

## Rationale:

We believe that every member of the school community\* is entitled to a life characterised by respect, tolerance and understanding and not marked by fear and injustice. We continue the task begun by parents and the primary schools of preparing students to be responsible citizens whose Christian values inform and guide their actions. Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. This includes emotional, social, physical, prejudicial elements and an abuse of power. As such, it is a form of behaviour which is totally opposed to the school ethos and the Gospel values on which this is founded. The school condemns all forms of bullying and works with the Local Authority Anti-bullying Strategy to identify and reduce it whenever possible.

## Aims and Objectives:

1. To create a positive ethos where pupils are valued, work without fear or mental and physical stress, achieve with enjoyment and feel part of the school and the wider community.

### Objectives:

- a. To develop and resource a programme within PSHE, Assemblies and tutor time which promotes social and emotional aspects of learning and combats bullying throughout the school.
- b. To ensure that these programmes make students aware of their right to feel safe at school and their responsibility to report instances of bullying.
- c. To positively reinforce behaviour that shows kindness and consideration for others.

2. To create a caring, supportive and safe environment which encourages good behaviour and positive attitudes

### Objectives:

- a. As adults, to ensure that our behaviour towards students models the behaviour we seek to promote (New Staff and Student Induction Procedures).
- b. To reduce the frequency of bullying incidents through effective intervention and support as stated in the *Guidelines and Procedures for dealing with Bullying*
- c. To record any incidents of bullying and regularly review and monitor data to assess the effectiveness of our policies and procedures across the school. Areas of concern such as patterns of bullying will be addressed.
- d. To review the policy, procedures, guidelines and teaching materials every year so as to ensure it is up to date with current safeguarding issues.

3. To promote the social and emotional skills involved in becoming responsible citizens whose Christian values guide their dealings with other people.

### Objectives:

- a. To offer opportunities across the curriculum for pupils to identify and discuss sensitive issues and how best to deal with them (See SMSC in -Schemes of Learning).
- b. To include bullying on the agenda for the Pupil Forum in order for them to check the data gathered and provide an opportunity for students to discuss bullying and how best to tackle it, feeding back suggestions to SLT, HOYs, PSHE Coordinator, Governors and Parents (via Parent News) so that curriculum, policy and procedures can be developed.
- c. To discuss anti-bullying policy and guidance with parents through the Parent Forum and feedback suggestions for improvement to Ethos SLT Cluster, PSHE Coordinator and HOYs.

4. To provide opportunities for mediation and restorative justice between victim and bully, thus moving towards reconciliation.

### Objectives:

- a. To facilitate the disclosure of bullying incidents to a member of staff or through peer mentoring.
- b. Discuss with victims the appropriate time for this to take place.

\*Note that issues of bullying experienced by staff are dealt with in the Whistleblower Policy

**NB:** The above policy should be read and adhered to in conjunction with the following policies:

- Staff Code of Conduct
- Safeguarding Policy
- Single Equality Policy
- Child Protection Policy
- Work Related Stress and Harassment
- Behaviour Policy
- ICT Policy

### Single Equalities Monitoring

DATE: 26.6.2016

**1. Does this policy have any implications for people of relevant protected characteristics (RPC)\*?**

*Yes because some bullying is of a racist nature or refers to disabilities, homophobia etc.*

**2. If 'yes', will it advantage or disadvantage any particular group?**

*No because all incidents regardless of a particular group will follow the same procedure.*

**3. How will this policy, if relevant, promote good relations between people of RPC and those without?**

*The policy seeks to establish a safe environment for all students regardless of their characteristics and as such it fosters mutual respect.*

*\* Age, disability, gender re-assignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.*

### Success Criteria

1. Parent and Student surveys continue to indicate that both groups feel students are safe at school.
2. Data on bullying incidents does not indicate an increasing trend.

## **APPENDIX 1**

### **Anti-Bullying Guidance and Standardised Procedures**

#### **Information:**

The Deputy Headteacher (Behaviour) is responsible for drawing up the Anti-Bullying Policy in conjunction with the Ethos SLT Cluster and the Head of Social Sciences Faculty with responsibility for PSHE. (Names available from Reception). Anti-Bullying is a subject taught and discussed in PSHE lessons each year and these lessons are drawn up by the Head of Social Sciences in conjunction with the Heads of Year and with reference to survey responses from parents and students, having due regard to updated information and suggestions from external agencies such as NSPCC, Childline, Police, DfE and LBC.

#### **Stakeholders:**

It is the clear expectation of all stakeholders (students, parents, staff and Governors) that the school will deal firmly with bullying, will record all instances and will monitor this data so as to evaluate the success of the policy and respond to any emerging needs. We expect that all stakeholders will report bullying wherever they see it, become aware of it or suspect it is happening.

#### **Scope:**

The policy applies to all students at Cardinal Newman School and covers incidents that take place before and after school including the journey to and from school and any instances of cyber-bullying wherever they have occurred (see below). If there are instances involving students from other schools (including where students attend alternative provision), the Deputy Headteacher will liaise with staff from the relevant schools or may delegate this to the relevant SLT Year Link. Any complaint of bullying will be dealt with as appropriate by the school wherever it has occurred. It is important that students always feel empowered to report bullying.

#### **Procedures:**

- **All bullying should be reported to the Head of Year in the first instance, wherever it has occurred.**
- The Head of Year will interview the bully/victim/bystanders or other witnesses (staff, parents or students) using the Personal Incident Form (in the first instance) and carry out any necessary investigations.
- Preventative, restorative, punitive and follow-up measures should be used as appropriate and in consultation with all parties. These may include:
  - Special Report (white/pink/blue)
  - Isolation
  - Seclusion
  - Formal exclusion
  - BSU Support
  - Peer mentor (peer support)
  - Bullying incident diary
  - Meeting of reconciliation between victim and bully
  - Involvement of other agencies (e.g.: LCET)
  - Mentoring Programme (through Behaviour Support Unit)
  - Pupil Contract
- Tutors and class teachers should be kept clearly informed and asked to be vigilant, in case the situation persists. Students may be referred to BSU for follow-up if needed.
- Parents should be contacted by phone call and letter regarding the events that have taken place. When necessary, a parental interview will take place with the Head of Year and victim/bully.
- If a parent has a concern regarding a pupil and bullying, they should contact the relevant Head of Year to request an investigation. All stages should be logged, showing each stage of intervention.
- If bullying persists, the range of sanctions used is likely to escalate. Ultimately, a student engaging in persistent bullying behaviour will be permanently excluded. However, every effort will be made to help these students understand the impact of their behaviour and change it, mindful of the fact that we are dealing with 'children' not adults.
- A parental complaint regarding the procedures taken to tackle a bullying incident should be dealt with by the SLT Year Group link.

- All incidents and interventions should be logged onto the SIMS database, personal incident forms filed in the pupils' files. - This will enable the Deputy Headteacher to monitor incidents of persistent bullying and the interventions which have been taken as a result of a reported incident.
- The Deputy Headteacher will meet with the Governors Behaviour and Catholic Life Committee to survey bullying incidents data and the effectiveness of intervention strategies annually.
- Allegations against Staff should be referred to the Headteacher.

## Guidance:

By **bullying** we generally mean persistent bullying i.e incidents repeated over time either by the same person (perpetrator) or towards the same person (victim). However a single one-off incident may have precisely the same impact. This is because it may be experienced by the victim as part of a general pattern of hostility or because of the level of seriousness of the incident. Normally a fight/argument between two pupils of similar age and stature would be described as **relational conflict**. This would still be investigated but would only be considered as bullying if it was repeated.

To enable 'Persistent Bullying' to be identified in the data all incidents are logged under 'Bullying' in the first instance

The 4 main types of bullying are:

2. **Physical** (hitting, kicking, theft, damaging property)
3. **Verbal** (threats, name calling, derogatory remarks).
4. **Indirect** (spreading rumours, excluding someone from a social group)
5. **Cyber** (using computers or mobile phones to intimidate or humiliate others; happy slapping).  
Types of cyber bullying include:

- ❖ Text message bullying
- ❖ Picture/video clip bullying via mobile phone cameras
- ❖ Phone call bullying
- ❖ E-mail bullying
- ❖ Social Media
- ❖ Bullying via websites

Preventing **cyber bullying** can be difficult to address since it usually occurs outside of school, but often has an impact in school due to the psychological effects on the victim. The Education and Inspections Act 2006 indicates that Head teachers have the power to intervene when actions outside the school have been carried out by pupils of the school. Thus, **cyber bullying** is considered in the same way as other bullying throughout the school and will not be tolerated.

Other forms of bullying include:

- **Homophobic** (any incident which is perceived by the victim as being the result of homophobic attitudes of the perpetrator)
- **Sexist** (any incident which is perceived by the victim as being the result of sexist attitudes of the perpetrator)
- **SEN/Disability** (any incident which is perceived by the victim as being the result of their SEN or disability).
- **Racist** (any incident which is perceived by the victim as being the result of racial or religious identity).
- **Appearance or Health** (any incident which is perceived by the victim as being an attack on their appearance or directed at their physical health)
- **Home Circumstances** (any incident which is perceived by the victim to arise from their home circumstances e.g. parent in prison, death of parent(s), LAC, Young Carer)

## Dealing with students who exhibit bullying behaviour

Students who persist with this type of behaviour will need to be helped to understand why it is socially unacceptable and the impact they have on their victims. Heads of Year and members of the BSU Staff will mentor these students using outside agencies as necessary and available. In some cases the Police may be

involved either because an incident has been reported to them by parents or because the school has invited them in to work with a student (having discussed this first with parents/carers). While every effort will be made to help students relate better with their peers, if necessary exclusion and even permanent exclusion will be used to protect students from harm.

### **Dealing with students who have been the victim of bullying behaviour**

Part of the purpose of the anti-bullying PSHE lessons is to enable students to stand up to bullying and to draw on a range of strategies that will protect them as they grow up into adulthood. A range of support measures are available to Heads of Year, Mentors and BSU staff in order to support victims of bullying according to need: These include:

- Bullying Diary
- Behaviour Contract including the need for the bully to always remain a set number of metres away from the student who has been bullied/take alternative routes round the school when they see the student they have bullied.
- Identification of a mentor to whom students can go as/when necessary
- Involvement of friendship groups in building confidence and resilience
- Change of seating and changes of class as necessary
- Buddying students at times and in places where they feel unsafe e.g. on the journey home
- Use of peer mentors/ambassadors
- Offering information to parents about cyber safety

### **School Buses and other occasions of bullying outside of school**

To ensure that students are safe and that incidents of bullying are reported and dealt with, prefects are identifiable to bus drivers by their tie and can be asked to watch over certain students and liaise with the Deputy Headteacher to report bad behaviour. Bus drivers have often reported unpleasant behaviour including bullying to the school and to their line manager. Each bus has a senior staff member assigned to it to deal with incidents that arise and a rota of other staff who supervise the students onto the bus at the end of the day. Parents are also encouraged to accompany their children to and from the bus stop if they are concerned about their safety and to report any incidents immediately. Pupils are taught, through the PSHE curriculum, to report bullying behaviour to an adult (for example, the driver of the bus, police officers, sports club and youth club staff etc) if they feel they are unsafe. Where cyber bullying takes place parents are urged to screen shot/keep any bullying messages and forward them to the Head of Year. They are also provided with information to help keep their children safe via the school website which directs them to the following website <https://www.thinkuknow.co.uk/parents>.

### **Role and Training of Staff:**

All staff are urged to be aware of instances of bullying and to report anything they feel is suspect. Staff are asked to be particularly vigilant around more vulnerable groups of students to ensure that ALL students feel safe and able to report instances of bullying. The availability of the staff in the Learning Support Base at break and lunch time, and the BSU, offers vulnerable students a safe place in which to disclose instances of bullying. Teachers are also Form Tutors or Year Staff and as such receive PSHE training in delivering the PSHE curriculum which includes Anti-Bullying Units. HOYs will place bullying on the agenda of Year Team Meetings to ensure that such behaviour is quickly and regularly identified and dealt with, and that the policy, guidance and procedures are regularly revisited by teaching staff. The Bursar and Heads of Department will ensure that all non-teaching staff are aware of the need to report instances of bullying and to whom it should be reported. New Heads of Year are offered training in Anti-bullying via the school's CPD programme. The school takes part in Anti-Bullying week and often engages presenters and theatre companies to continually raise the students' and staff's awareness of bullying and strategies for staying safe.