



St Patrick's
Catholic Voluntary Academy

Anti-bullying Policy

September 2018

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Galatians 6:1

My friends, if someone is caught in any kind of wrongdoing, those of you who are spiritual should set him right; but you must do it in a gentle way. And keep an eye on ourselves, so that you will not be tempted, too.

St Patrick's Catholic Voluntary Academy

Mission Statement

At St Patrick's Catholic Academy, we are an inclusive, caring, learning community who endeavour to use the gifts and talents given to us by God to our full potential to help others and to **Shine in the Light of Christ**. The life, example and teachings of Jesus Christ underpins everything we do and who we are.

At St. Patrick's we strive to live, and encourage others to live the Gospel. We aim to achieve this through:

- The nurturing of the Catholic Faith.
- Seeking to develop the faith of all at school, irrespective of where they may be on their personal faith journey.
- Putting our Faith into practice in the quality of care and support that we extend to others; creating an ethos that exemplifies the teaching of Jesus Christ so that others can come to know God's love as we do.
- Celebrating our Faith through Mass, Collective Worship, Personal prayer and taking part in the preparation for the Holy Sacraments.
- Welcoming the community to share all forms of prayer and worship with us making it a relevant and meaningful experience for all.
- The effective delivery of a quality, rich curriculum, striving to develop the whole child and enable all pupils to fulfil their full potential by acquiring the knowledge and skills that will enable them to grow spiritually, morally, physically and academically and to make a valuable contribution in society.
- The encouragement of a positive partnership between home, school and parish, respecting all cultural and faith backgrounds and practices.
- Having high expectations for all, leading by example, encouraging pupils to develop self-respect, confidence, independence, personal aspirations and to set themselves high standards.
- The establishment and maintenance of a strong sense of identity and belonging, through the consistent promotion of high standards of conduct and respect for all.
- We want our children to feel happy, loved, respected, safe and valued as individuals in order for them to show kindness, respect, tolerance, acceptance and to celebrate our differences as we work together as a community.
- We work and worship collaboratively with all the schools in Our Lady of Lourdes Trust to deliver the best Catholic education for all our pupils.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, special educational needs, faith or religion or socio-economic background. We aim to develop a culture of inclusion and celebrate diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We believe everyone has a contribution to make and will enrich our community.

At St Patrick's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We believe every individual is created in the image of Christ and as such should be respected, welcomed and valued in order to be able to **Shine in the Light of Christ**.

1. Introduction

St Patrick's Academy aims to provide for each pupil an education within a caring Catholic environment. Concern for the individual child is at the heart of St Patrick's 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 staff code of conduct, behavior policy, equality policy and our rules are all designed to promote responsibility and mutual respect.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

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.

2 Policy Development

This policy was formulated in consultation with the whole school community with input from

- Staff –both teaching and non-teaching
- Governors
- Parents/carers
- Pupils

Pupils have contributed to this policy via the pupil voice and discussion with individuals.

The policy has also been quality assured by external consultants

3 Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and the Senior Leadership Team (SLT) who will have general responsibility for handling the implementation of this policy.

- **SLT are** responsible for inclusion. The responsibilities of the SLT 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 (Behaviour): *****

4 Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:-

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age

- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person’s sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It can also take place outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

5 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 referred to the relevant class teacher. Pupils are encouraged to tell someone about any bullying they think is taking place: This can their class teacher, teaching assistant, school nurturer or a member of the safeguarding team. All members of staff are aware of their responsibility to inform the SLT of any alleged incidents of bullying. Parents/carers, bystanders, staff and visitors are encouraged to report any incident to the appropriate class teacher via the CPOMs system. It is preferable for this to be in writing but e mails, telephone calls or face to conversations will suffice. People with access to the schools CPOMs should use this method. All allegations will be taken seriously and investigated.

Procedures

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 – this could include staff that mentor students, school nurturer, ELSAs and the like.

- All parties will be interviewed/statements will be collected.
- Parents will be informed. This will be in writing if the student is to be placed on the anti-bullying register.
- A range of responses will be in place to deal with the matter in the most appropriate way. This will involve the victim(s) and the bully (or bullies).
- The school may impose sanctions as it sees fit. This could include detentions or exclusions.
- There will be responses to monitor progress. If the bully is not involved in a further incident, for a period of a term, they will be moved down a stage on the register or removed if at the bottom step.
- 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.
- Support will be offered for the victim and the bully. The school ELSAs are likely to have a major role.

If the incident is deemed to fit the criteria of bullying the student will be placed on the Anti-Bullying Register.

| Stage | Definition | Actions |
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| n/a Stage 0 | Suspected act of bullying, but evidence/intention may be unclear. | <ul style="list-style-type: none"> • Noted on the student's file /CPOMs for future reference. • Warned about future conduct if appropriate. • A sanction or restorative action may be given depending on the circumstances. e.g. informal warning, letter of apology, restorative meeting, missed playtimes (Reflection can be a sanction for an action if serious, even if the intention to hurt is unclear). • Parents may be made aware of this sanction/action and informed about the stages of the bullying register. |
| Stage 1 | Clear and evidenced act of bullying with the intention to hurt. | <ul style="list-style-type: none"> • Student placed on bullying register at Stage 1 • Parents will be informed via a formal letter. • A sanction will be issued which is at least a missed breaks for the day but may be more depending |

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| | | <p>on the circumstances/seriousness e.g. fixed term exclusion.</p> <ul style="list-style-type: none"> • The student's placement on the register at Stage 1 will be reviewed after 3 months. |
| Stage 2 | <p>Repetitive act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 1.</p> | <ul style="list-style-type: none"> • Student will be moved to Stage 2 of the register • Formal notification will be sent home via a written letter. • The student will receive an appropriate sanction which is at least one day internal exclusion from class, but may be more depending on the circumstances. • The student's placement on the register at Stage 2 will be reviewed after 3 months. |
| Stage 3 | <p>Persistent act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 2 OR Bullying incident of a very serious nature.</p> | <ul style="list-style-type: none"> • Student will be moved to Stage 3 of the register • Formal notification will be sent home via a written letter. Parent meeting to be arranged. • The student will receive an appropriate sanction which is a fixed term exclusion, but may be more depending on the circumstances. • The student's placement on the register at Stage 3 will be reviewed after 3 months. |
| Stage 4 | <p>Persistent act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 3 OR Bullying incident of an extremely serious nature.</p> | <ul style="list-style-type: none"> • Student will be moved to Stage 3 of the register • Formal notification will be sent home via a written letter. Parent meeting to be arranged. • The student will receive an appropriate sanction which is at least two days fixed term exclusion, but may be more depending on the circumstances. • The student's placement on the register at Stage 4 will be reviewed after 3 months. |

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| Stage 5 | Persistent act(s) of bullying with the intention to hurt despite previous warnings/intervention at Stage 4 OR Bullying incident of an extremely serious nature. | <ul style="list-style-type: none">• Student moved to Stage 5 of the register and formal notification will be sent home via a written letter/parent meeting.• Any student on Stage 5 of the register will be required to have a meeting with a school Governor, parents and the head teacher. |
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| | | <ul style="list-style-type: none"> • The student must also attend a daily meeting with a member of the Senior Leadership Team for one half term to ensure that no further acts of bullying occur; this will be reduced to weekly meetings in the second half term if no further acts have occurred. • Failure to comply with these preventative measures and repeat acts of bullying could lead to longer FTEs and/or permanent exclusion. |
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It may be appropriate, depending on the severity of the incident, for the student to be placed straight onto Stage 2 or 3 of the register. In addition, it may be in the appropriate and in the best interests of a student for more than one warning to be given in order to facilitate a restorative outcome.

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 School ELSAs, restorative approaches, liaising with external agencies etc. In addition to these follow-up strategies, a member of SLT 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.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff responsible for the Register, the SLT. The register is currently kept in an electronic form and these are maintained by the SLT. Other documents, such as BST or CAMHs involvement referral forms, may be stored in the individuals school file.

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. Patterns and trends identified through analysis are used to inform any ELSA involvement and safeguarding procedures.

The register will be available for the School Governors 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 St Patrick’s Academy.

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

6 Strategies for Preventing Bullying

As part of our commitment to the safety and welfare of pupils we at St Patrick’s Academy have developed the following strategies to promote positive behaviour and discourage bullying. They are not in any order of importance.

- SMSC provision PSHCE – delivered weekly by school ELSAs
- National Anti-Bullying Week highlights issues via acts of worship
- Internet safety sessions for students. This is also covered in ICT lessons.
- Safer Internet day is promoted in school
- Student Council
- Acts of worships
- Parent information evenings e.g. Being safe in the virtual world.
- Raising staff awareness
- Information around school
- Use of the ELSAs for short courses e.g. behaviour modification, anger-management courses, empathy development.

Implemented on: Oct 2018

Reviewed on:

**Approved by Full Governing Body:
September 2018**

Next review date: 2021