Blessed Thomas Holford Catholic College

Anti- Bullying Policy 2021-22

All staff will have access to this procedure and sign that they have
read and understood its contents.

This policy was approved by the Governors on 8th July 2021

Updated on 15th July 2021

This policy will be reviewed annually on or before 15th July 2022

Anti–Bullying Policy

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1. Statement of Intent

This policy has been designed to be a policy of prevention. Preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole school community is clear that bullying is completely unacceptable and will not be tolerated. This policy should be used in conjunction with the School's Behaviour Policy, Safeguarding Policy and Keeping Children Safe in Education 2021.

Why do we need an Anti-Bullying Procedure?

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. This school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this policy promotes practices within the school to reinforce our vision and to remove or discourage practices that negate them.

2. Review of this Procedure

2.1 This procedure will be reviewed annually. It may also be reviewed and amended, in consultation with stakeholders, in the light of events or experience. The Stakeholders of this policy are children, parents and carers, staff, governors and volunteers working on behalf of the school.

2.2 Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by the governing body at governing body meetings.

3. Aims of this Policy

3.1 The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is peer on peer abuse; it is anti-social and its effects can be long lasting; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at the School.

3.2 To assist in creating an ethos in which attending Blessed Thomas Holford Catholic College is a positive experience for all members of our community.

3.3 To make it clear that all forms of bullying are unacceptable at our school. To enable everyone to feel safe while at Blessed Thomas Holford Catholic College and encourage pupils to report incidents of bullying.

3.4 To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and to reduce the incidents of bullying.

3.5 To support and protect victims of bullying and ensure they are listened to.

3.6 To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.

3.7 To liaise with parents/carers and other appropriate members of the School community.

3.8 To ensure all members of our community feel responsible for helping to reduce bullying

4   Objectives of the Policy

4.1 Evidence that our whole community has ownership of the School's Anti-Bullying Policy and understands the effects of peer on peer abuse.

4.2 To maintain and develop effective listening systems for children and staff within our school

4.3 To involve all staff in dealing with incidents of bullying effectively and promptly.

4.4 To equip all staff with the skills and information necessary to deal with incidents of bullying.

4.5 To involve everyone in our school community in dealing effectively with and, if necessary, referring bullying incidents.

4.6 To communicate with parents/carers and the wider school community about bullying.

4.7 To ensure that all incidents of bullying are recorded centrally.

4.9 To monitor incidents of bullying by ensuring clear and robust records on CPOMs.

4.10 To ensure information is gathered appropriately and shared with relevant organisations as necessary.

4.11 To promote emotional health and wellbeing across the whole School/setting and for all members of our community to role-model this in all situations.

5   Definition of Bullying

5.1 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying is a form of peer on peer abuse and can be evident in the following ways:

a) **Emotional**: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
b) **Physical:** pushing, kicking, hitting, punching or any form of aggression.
c) **Racist:** racial taunts, graffiti, gestures.
d) **Sexual:** unwanted physical contact or sexually abusive comments.
e**) LGBT**: bullying because of sexual identity.
f) **Verbal:** name-calling, sarcasm, spreading rumours, teasing.
g) **Cyber:** online bullying through social media which is intended to threaten, humiliate and isolate. This can include messages, images or sexual intimidation and harassment.

5.2 It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

5.3 Bullying is a form of abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer-on-peer

abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

5.4 Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the School. These behaviours, however, do not mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Pupils must be encouraged to report bullying at the School. The School staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the School policy.

Some warning signs that a pupil is being bullied

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell
- Reluctance to come to school
- Clothes/bags torn or damaged
- Money/possessions going missing
- Unexplained cuts and bruises
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful, unhappiness
- Loss of appetite
- Not sleeping
- Loss of weight
- Seen alone a lot
- Not very talkative

6. Practice and Procedures

6.1 Statutory duty of schools
The Headteacher has a legal duty under KCSIE 2021 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils. Blessed Thomas Holford Catholic College will develop protocols for the reporting and dealing with the prevention of bullying.

6.2 What we do to prevent bullying
6.2.1
Everyone involved in the life of Blessed Thomas Holford Catholic College must take responsibility for promoting a common antibullying approach. We aim to:

a) Be supportive of each other
b) Provide positive role models
c) Convey a clear understanding that we disapprove of unacceptable behaviour
d) Be clear that we all follow the rules and shared values of our school
e) Be fully involved in the development of the Anti-Bullying Policy and support anti- bullying practice
f) Support each other in the implementation of this policy

6.2.2
Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents. All members of the school community are expected to report incidents of bullying.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of wellbeing. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

6.2.3
All Staff will:
a) Provide children with a framework of behaviour, including rules which support the whole school policy.
b) Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
c) Raise awareness of bullying through activities, discussion, peer support, the curriculum, school council, Be Your Best Programme, PSHCE etc.
d) Record any concerns centrally on CPOMS.

6.3 Implementation

Procedures when dealing with incidents:
a) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
b) If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded and discussed with the DSL/Deputy DSL.
c) The DSL or named representative will interview all concerned and will record the incident.
d) The class teacher/Head of Year/House will be kept informed and if it persists he/she will advise the appropriate staff members.
e) Parents/carers will be kept informed.
f) Sanctions will be used as appropriate and in consultation with all parties concerned.
g) Data protection does not prohibit communication and information sharing, especially where there is a safeguarding concern

6.4 Pupils

6.4.1 Who are 'Bystanders' and 'Upstanders'?

Bystanders - someone who witnesses bullying, either in person or online, is a bystander. Friends, pupils, peers, teachers, school staff, parents, coaches, and other youth-serving adults can be bystanders. People who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the person being targeted may feel that bystanders do not care or they agree with what is happening. There are many reasons why a bystander may not interject, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

Upstanders - An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

There are many things that bystanders to bullying can do to become upstanders:
• Question the bullying behaviour e.g. changing the subject or questioning the behaviour can shift the focus.
• Inform an adult immediately – teachers, school staff, family members.
• Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.

6.4.2 Pupils who have been bullied will be supported by staff:
a) Offering an immediate opportunity to discuss the experience with a member of staff of their choice/trusted adult
b) Reassuring the pupil that action will be taken
c) Following up every incident so the pupil feels confident they are supported
c) Offering continuous support
d) Restoring self-esteem and confidence.

6.4.3 Pupils who have bullied will be helped by staff:
a) Discussing what happened
b) Discovering why the pupil guilty of bullying became involved
c) Establishing the wrong-doing and need to change, as well as suggesting strategies to assist change
d) Informing parents/carers to help change the attitude of the pupil

6.4.4 The following disciplinary steps can be taken:
a) Explanation why the inappropriate behaviour is unacceptable
b) A restorative approach where the bully faces the consequences of their actions and the victim can feel they are being listened to and the bullying addressed sensitively
c) Meeting with staff, parent and child
d) Time out from the classroom
g) Pastoral support plan
h) Official warnings to cease offending
i) Detention
j) Fixed-term suspension
l) Expulsion

6.4.5 Within the curriculum the School will raise the awareness of the nature of bullying through inclusion in RSE, PSHCE, Be Your Best Programme, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

6.5 Support

6.5.1 At Blessed Thomas Holford Catholic College, we will continue to support this procedure in the following ways:
a) We continue to address staff training needs, by organising regular training to tackle all forms of bullying and peer on peer abuse, through e-safety/online and behaviour management training, and develop increase awareness on identifying homophobic, bi-phobic, and trans-phobic incidents.
b) Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
c) Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
d) Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student council, etc.
e) Pupils made aware of bullying through specific forms of abuse such as radicalisation, cyberbullying, peer on peer relationship/abuse, social media, criminal exploitation, county lines, CSE, inappropriate content and use of social media.
f) By including teaching about other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with guidance so that pupils understand and appreciate diversity.

Anti-bullying advice to Parents / Carers

- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the school's control when your child is not in school.
- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what they say.
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important.
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT.
- If your child is a victim assure them that it is not their fault and that you are going to do something to help.
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- TRY to be co-operative with our school and not be aggressive. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them.
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school.

7. Remote learning

Our policy applies to keeping pupils and staff safe during remote education. Staff delivering remote education online should be aware that the same principles set out in the school's safeguarding and CP policy and Covid-19 addendum, behaviour policy, code of conduct, IT Acceptable User agreement and Home school agreement will apply.

8. Cyberbullying

When responding to cyberbullying concerns, we will:
a. Act as soon as an incident has been reported or identified.
b. Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
c. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
d. Take all available steps where possible to identify the person responsible. This may include:
- looking at use of the school systems
- identifying and interviewing possible witnesses
- Contacting the service provider and support parents in a referral to the police
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully)
- Requesting the deletion of content posted online if it contravenes school behaviour policies
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
- Inform the police if a criminal offence has been committed

8.1 Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;

- helping those involved to think carefully about what private information they may have in the public domain.

9. Equality Impact Statement

We will do all we can to ensure that this procedure does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010).

This will include, but not necessarily be limited to: race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and this procedure may be amended as a result of this assessment.

10. Useful links and supporting organisations

Bullying
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying
- Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk

- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org • EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and- gender-related