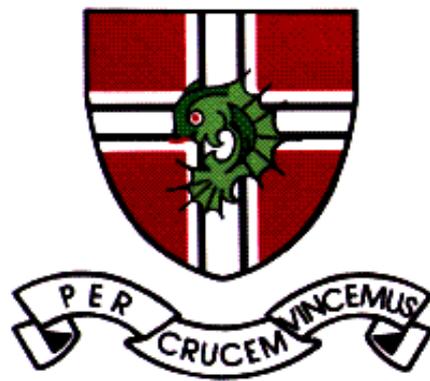


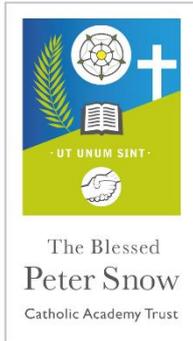
# St John Fisher Catholic Voluntary Academy



## The Anti-bullying Policy

November 2016

## The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

*"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).*

**Our Academies therefore operate and are informed by the following four key principles of Christian formation:**

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

**In light of the above principles, the Trust aims to:**

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

*'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'*  
Department for Education

## **St John Fisher Catholic Voluntary Academy Mission statement**

**Following the example of our patron, St John Fisher, priest and scholar, we aim to love one another throughout our life at school, to learn and develop our full potential in the image of Christ.**

At St John Fisher we are deeply committed to the values of respect and equality for all. We strive to ensure that our students have a clear understanding of how their actions affect others. Our values, stemming from the teaching of Jesus, permeate the whole school environment and are reinforced by staff and older students who are expected to set a good example to all. We work together proactively to gather intelligence about possible issues amongst students which might provoke conflict. We develop strategies to prevent bullying occurring in the first place.

Where bullying does occur, we apply disciplinary or restorative measures to demonstrate to our community that bullying is wrong. These measures are applied fairly, consistently and reasonably taking account of special educational needs and the needs of vulnerable students. We acknowledge that it is important to understand the motivation behind the bullying behaviour, and indeed that the bully may need support also.

Under the Equalities Act of 2010, at St John Fisher we take responsibility for the following specific protected characteristics which could be the cause of bullying behaviour:

- Age
- Disability
- Pregnancy
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment

Under the Act we have a duty to eliminate unlawful discrimination, harassment or victimisation; to advance equality of opportunity between people who share and do not share any of the above protected characteristics; to foster good relations between all members of our community.

### **Related school policies**

The Anti-bullying Policy should be read in conjunction with the school Positive Behaviour Policy, the Safeguarding Policy and the Equality, Diversity and Cohesion Policy.

### **What is bullying**

Research suggests that most children do not feel that actions need to be systematic or sustained to be called bullying. Children's most important reason for calling something bullying is the adverse effect an action has on the victim, even if the effect was not intended. Children can usually distinguish between incidents of fighting and bullying. They may also change their definitions over time as a result of their increased awareness of what is bullying. More children may think they are bullied as a direct result of awareness raising and the enforcement of anti-bullying strategies.

**Bullying:** is the wilful, conscious desire to hurt, threaten or frighten someone else.

**A bully:** is someone who knowingly commits unkind acts (either verbal, physical or non-verbal) towards an individual or group.

**A victim:** is the unwilling recipient of these unprovoked acts.

### Types of bullying

This may include some of the examples given below.

Physical	Verbal	Non-verbal
Actual bodily harm	Name calling	Hurtful texts
Passing gestures	Spreading rumours	Malicious e-mails
Giving looks	Extorting money	Social exclusion
Destroying property	Racist abuse	Writing notes

Both racial and social harassment are serious manifestations of bullying and anti-social behaviour. Both can include physical, verbal and non-verbal attacks on victims. Like other forms of bullying, pupils may not be aware of the hurtful effects of such actions. Racial harassment includes attacks on property and people because of their race, nationality or ethnic origins. Whilst the harassment may be of an individual, it is often aimed at a group of people and will therefore have different consequences from other forms of bullying. Its effects can lead to segregation within communities and be very harmful to individuals and the ethos of the school.

Sexual harassment can occur between the sexes, but also within the same sex. It is similar to other forms of bullying in terms of the effects on the victim and the type of intervention which may be used. There is likely to be more resistance of the part of the victim 'to tell', because of the sensitive nature of such attacks.

### Identifying bullied pupils

Research has identified three general characteristics of the sort of children who may be bullied.

1. Passive victims – These children may be smaller and weaker than their peers. May display an unhappy, withdrawn demeanour and /or are isolated. They may be clumsy or uncoordinated and poor at sport. They are reluctant to go into the playground or keen to stay around adults. They display a lack of confidence, can

feel depressed, inferior, helpless and unable to cope. They usually display a positive attitude to school work.

2. Victims of name calling, racism and other social prejudice – These children may be victimised for being different eg race, religion, colour, size, sexual preferences, from a poor society group such as travellers. They may be vulnerable where there are small numbers. Equally these children may be targeted because they are bright or have special needs.
3. Provocative victims – These children seek constant attention for pleasing, compliant behaviour. They may tease and taunt others and then complain when others retaliate.

### **What to look for**

Pupils being bullied tend to show particular changes in behaviour, which could include:

- A change in patterns of behaviour at home
- A reluctance to come to school
- Erratic attendance
- A reluctance to walk home with other pupils or to use the school bus
- Unlikely excuses for possessions damaged / destroyed, such as school books
- Isolation in the playground, dining room, during sport etc
- A change in performance in lessons

### **Communicating with parents / guardians**

Tell tale signs of children being bullied in school often appear in conversation with parents / guardians. They may tell school about the following, but have no likely explanation for it:

- **Problems with sleeping, bedwetting, nightmares**
- **Lack of appetite, anorexia, bulimia, comfort eating**
- **A tendency to stammer**
- **Promiscuous sexual behaviour**
- **Attempted suicide or self-harm**

External multi-agency support will be required to assist school and home with these problems.

### **Roles and Responsibilities**

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role-models and conveying a clear understanding that we disapprove of unacceptable behaviour. The prime responsibility for all members of the school community is to report incidents of bullying, and concerns they may have that someone is being bullied.

1. **Academy Councillors:** The school Academy Council is responsible for the Anti-bullying Policy, and for ensuring that it is regularly monitored and reviewed. The Academy Council will:
  - Support the Headteacher and the staff in the implementation of the policy
  - Be fully informed on matters concerning anti-bullying strategies through the work of the dedicated Academy Mission Committee
  
2. **Headteacher and Senior Leadership team:** The Headteacher is responsible for implementing the Anti-bullying Policy, and under the Educations and Inspections Act 2006 for:
  - Determining measures on behaviour and discipline which are addressed clearly in the school's Behaviour Policy
  - Encouraging good behaviour and respect for others on the part of students, and in particular, preventing all forms of bullying amongst students. This to be included in the curriculum of PSHCE and ICT.
  - Appointing a senior member of staff who has the responsibility for monitoring the Anti-bullying Policy and the strategies contained within (AHT PWA)

Additionally, there is a responsibility for schools to record all bullying incidents.

3. **Staff:** All adults in the school community are at the forefront of behaviour management and supporting the students in their daily life at school. They have the closest knowledge of the students and should build up a relationship involving mutual support, trust and respect. They will:
  - Provide students with a good role model
  - Provide students with a framework of behaviour following the school policy
  - Take action where there are concerns about bullying
  - Report and record all allegations of bullying
  
4. **Parents / Carers:** We expect that families will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school, and that they will support the school in helping us to meet our aims. We expect them to:
  - Keep school informed as to any concerns about their child
  - Contact school immediately should they know or suspect their child is being bullied, and work in partnership with school to bring this to an end
  - Contact school if they hear that another child is being bullied
  
5. **Students:** Without the support of our students we will not be able to prevent bullying. That is why we work with our students on this serious issue. We want our students to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn. We expect them to:
  - Not bully anyone, or encourage and support bullying done by others
  - Tell an adult if they are being bullied
  - Act to prevent and stop bullying, usually by telling an adult.

Students must recognise that being a 'bystander' is not acceptable and understand that their silence may make them a part of the bullying.

## **Bullying prevention**

At St John Fisher, students are taught that bullying is wrong. This message is delivered both through the curriculum and through pastoral activities as follows:

- PSHCE and ICT (cyber-bullying) curriculum
- Anti-bullying week in November including assemblies to the whole school
- Planner page highlighting what to do if a student is being bullied – students are encouraged to tell their Form Tutor or Director of Study
- Annual School Council review of anti-bullying policy and procedures
- Anti-bullying ambassadors / Staff mentor available at weekly lunchtime drop in club
- Anti-bullying ambassadors noticeboard with photos of students and what to do
- National campaigns eg Beatbullying / Anti-bullying Alliance advertised around school
- School e-mail facility for students and parents to report bullying
- Catholic Care social workers and a lay Chaplain available to all students

## **Bullying intervention**

When a bullying incident is reported, the following actions are taken:

- Ensure the student being bullied is safe and cared for, including medical attention if required
- Inform parents as necessary should the student need to go home, or if school needs their immediate support
- Listen to the student's concerns and record this on SIMS at the earliest opportunity
- Investigate the concerns, collecting any witness statements as required
- Inform parents as required and gather any additional information from them
- In line with the school behaviour policy, instigate disciplinary or restorative proceedings as necessary for the perpetrator(s).
- Feedback to the victim and their parents
- Ensure a support network around the victim (and the perpetrator as required) when normal school is resumed again
- Lead member of staff to log the incident on SIMS

## **Bullying Outside School Premises**

Headteachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town centre.

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 of the

actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## **Cyber-Bullying**

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, with a potentially bigger audience. Mobile phones and social networking sites are extremely popular with many young people, but can also be a vehicle for wide-spread bullying. Although safety on-line is taught through the ICT curriculum, and assemblies heighten awareness of the dangers associated with using the Internet, it is also expected that parents monitor their child's use of this technology at home. It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## **Dissemination of policy**

This policy will be available to parents, students and staff on the school website. School assemblies will highlight the issue further to students and PSHCE and ICT lessons will support their learning. Parents will be directed to our policy through the school Prospectus and staff will be directed through the Staff Handbook.

## **Policy review and evaluation**

The Academy Council and the School Council will review the Anti-bullying Policy on an annual basis. The Parents Forum and the annual Kirkland Rowell survey will give parents their opportunity to feedback on its effectiveness.



## Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Academy Council and School Council through official meetings which are minuted.

## Potential Issues None

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, Academy Councillor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			

Explain in more detail