St Cuthbert's
ROMAN CATHOLIC ACADEMY TRUST

Anti-Bullying Policy

ST RICHARD'S
VC ACADEMY

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Produced by :	St Cuthbert's RC Academy Trust	

Children are proud of the diverse ethnic community they are part of, valuing and respecting the different traditions and cultures which link them to the wider global community.

Introduction

Statement of Intent

Our Trust does not discriminate against any child or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage and civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

St Cuthbert's RC Academy Trust is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Overall aim of Policy

It is the primary aim of our school, that every member of the school community, including staff, parents and pupils, feel valued and respected, and each person is treated fairly and well. We are a caring community, whose values are built on gospel values, mutual trust and respect for all. All forms of harmful and/or bullying behaviour will not be tolerated. At St Cuthbert's Academy Trust, we believe bullying can be reduced by having in place a clear anti-bullying policy, which promote an environment where everyone feels safe, secure and happy.

Overall Objectives

- To bring about conditions in which bullying is less likely to happen in the future
- To ensure a rapid, effective response to incidents of bullying;
- To monitor and evaluate the procedures established by the policy;
- To work in partnership with parents/carers and the wider community to establish a consistent approach to bullying.

Definitions

What is bullying?

- There is no legal definition of bullying, however, it is usually defined as behaviour that is:
    - repeated and deliberately intended to hurt someone either physically or emotionally
    - aimed at certain groups, e.g. because of race, religion, disability, gender or sexual orientation
    - involves an imbalance of power
- Bullying can be a very serious one – off targeted incident, such as a hate crime.
- Bullying can be:
    - **Emotional:** being unfriendly, excluding, tormenting, ridicule, humiliation
    - **Verbal:** name-calling, sarcasm, spreading rumours, threats, teasing, mimicry, sexual innuendos, making rude remarks, making fun of someone. This may be directed towards gender, ethnic origin, physical/social disability, sexual orientation, personality etc.
    - **Physical:** pushing, kicking, hitting, punching, throwing things at someone, spitting, or any other form of physical violence, taking or hiding someone's things
    - **Damage to property or theft:** pupils may have their property stolen or damaged
    - **Racist:** racist taunts or comments, graffiti, making fun of someone's culture or religion
    - **Cyber bullying** is a different form of bullying and can happen all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber bullying can be individual or group behaviour that includes hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. Prevention is better than cure therefore; we embed good safe IT practice into all our teaching and learning. Please refer to the school's E-Safety policy.
    - **Homophobic:** is the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. This can also include denying somebody's lesbian, gay or bi identity or refusing to accept it.
    - **Transphobic:** is the fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it.
    - **Biphobic:** is the fear or dislike of someone who identifies as bi based on prejudice or negative attitudes, beliefs or views about bi people. This can also include denying somebody's bi identity or refusing to accept it.

- **Any unfavourable** or negative comments, gestures or actions made to someone relating to their disability or special educational need.
- Low-level disruption and the use of offensive language can also have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour and help stop negative behaviour escalating.

Bullying is not:

- It is important to understand that bullying is **not** the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

- Children 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 to deal with these situations and develop social skills and repair friendships.

- Any act of aggression is unacceptable, however, not all acts of aggression are bullying. Normally aggression that involves any two way process of attack and counterattack as a result of relational conflict is not bullying. Particularly if the attack occurs between parties of equal power/strength/status and are part of a two way attack retaliation process. Rather, bullying refers to a one way attack situation in which the perpetrator has more power and the victim cannot retaliate and can feel helpless.

Signs of Bullying

Victims of bullying may be unusually secretive and reluctant to tell.

- **Physical Signs -** Physical injuries e.g. damaged clothing with no convincing explanation.
- **Emotional Signs -** Apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.
- **Behavioural Signs -** Withdrawn, poor concentration, disruptive, challenging, bullying behaviour.
- **General**
  Frequently 'lose' money/possessions, appears tired and lethargic and avoids entering/leaving school without others.
  Potential victims may have certain characteristics that can be recognised by teachers, enabling them to intervene at the early stage of any situation.
- **Characteristics** of a victim/potential victim may include:-

- being new to the school/class;
- being 'different' – background, speech, appearance;
- being successful educationally (particularly academically);
- having low self-esteem;
- being anxious, quiet, nervous, passive, losing control easily;
- being quick tempered;
- being isolated, having no friends;
- being on the outside of groups;
- being over emotional, tearful;
- Lacking in concentration, causing deterioration of work.

We acknowledge that children with additional vulnerabilities such as Special Educational Needs & Disability (SEND) or Children Looked After (CLA), may be more susceptible to all forms of bullying and may face discrimination from other children at school or within the community, simply because they are looked after or because of their disabilities. Therefore, we make certain that SEND, and/or CLA children are responded to carefully when they have or show signs of concern.
A child exhibiting any of these characteristics may or may not be a victim of bullying, but if bullying is recognised, early intervention is crucial.

Derogatory language
Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take many forms of bullying listed in our definitions of bullying. It will be challenged by staff, recorded and monitored on CPOMS. Any incidents of derogatory language will be followed up and consequences, if appropriate, will be taken. Staff are also encouraged to record the casual use of derogatory language, in order to monitor any emerging patterns of concern.

Prejudice-based language
A prejudice-based incident is often a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude, beliefs or views towards a protected characteristic or minority group. It can be targeted. All prejudice-based incidents are taken seriously, recorded and monitored, with the Head regularly reporting incidents to the Trust. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying, as it enables targeted anti-bullying strategies.

Preventative Work
Our Trust aims to create an ethos of good behaviour where pupils and staff treat each other with respect because this is the right way to behave.
We use a restorative approach to address bullying behaviours; pupils are assured that they will be listened to and that any incidents reported will be dealt with sensitively and effectively.
As part of the PSHE/RSE curriculum pupils are taught about bullying and what to do if they are being bullied. The curriculum also help pupils discuss and

debate why bullying is unacceptable, as well as develop empathy, understanding and tolerance.
Where necessary, we work with external agencies to ensure we are effectively delivering the right messages to prevent and tackle all forms of bullying, or prejudicial behaviour.

Response to Bullying

Incidents of bullying should be reported to the Pastoral Team of the students involved. A single incident may form part of a pattern, and the Pastoral Team is in an ideal position to identify patterns of behaviour.
The Pastoral Teamwill listen carefully to each child's uninterrupted account of what happened. This includes accounts given by witnesses. It must be emphasised that witnesses should have **seen** what happened, not just heard about it.
In the case of a serious incident, or if it has happened before, the matter should be referred to a senior leader who will decide on the action to be taken. This may involve working with the victim and/or the bully in a more extensive way.

The Pastoral Team or, where necessary, a member of the Senior Team will be responsible for informing parents about serious incidents.

Our school actively promotes equality and cohesion and therefore operates a zero tolerance approach to all forms of bullying and prejudiced related incidences.

Screening, Searching and Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Sanctions

If necessary, we will invoke the full range of sanctions that are detailed in the school's behaviour policy. These include:

- Removal from the group
- Withdrawal of break and/or lunchtime privileges
- Internal exclusion in the Pastoral Centre

- Withholding participation in school events that are not an essential part of the curriculum.
- Fixed term and / or permanent exclusion from school.

Bullying outside school premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' 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 the local area.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will consider whether it is appropriate to notify the Police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Sexual Harassment

Sexual Harassment is unwanted conduct of a sexual nature, which would include:

- Sexual comments
- Sexual "jokes" or taunting
- Physical behaviour which is sexually inappropriate
- Online conduct

Research shows that the most vulnerable groups at risk of sexual harassment include girls, LGBTQ+, children perceived as LGBTQ or SEND.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Sexual harassment is likely to: violate a child's dignity, make them feel intimated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Any reports of Sexual Harassment will be taken seriously, and the academy will utilise appropriate sanctions, as outlined in the behaviour policy.

Rights and Responsibilities

All pupils and staff have the right to:

- Feel safe, cared for and respected
- Be valued and treated with respect
- Be free from threat and intimidation
- Have an enjoyable day at school
- Have a pleasant, healthy and safe environment

Responsibility of Pupils

- Not to bully others

- *Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.*
- To tell a trusted adult, for example a member of staff or parent/carer if they are 'bullied' both at school and on the way to or from school
- To tell a trusted adult if someone else is being 'bullied' both at school and/or on the way to or from school
- Pupils involved in the incident will be required to discuss the incident with a member of pastoral staff
- Parents and pupils are expected to adhere to the anti-bullying policy

Responsibility of the Senior Team

The Senior Team is responsible for implementing the anti-bullying policy and will ensure that:

- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying

Responsibility of the Board of Trustees

Trustees are responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The Trustees will:

- Support Headteachers, the Senior Team and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

Responsibilities of Staff

- To model appropriate behaviours
- Provide a safe, secure learning environment for our pupils
- Watch for early signs of distress in pupils. Offer support to the pupil and outline what will happen
- Encourage all pupils to be a positive resource in countering bullying and promote the roles of the Social Justice Ambassadors
- To promote a climate of trust and respect for all

Staff actions to be taken in responds to an allegation of bullying

- Discuss with the victim. This will require patience and understanding.
- Identify the bully/bullies.
- Obtain details of any potential witnesses
- Speak to the alleged bully about the details of the allegation and make it clear that this behaviour is not acceptable.
- Record the incident onto CPOMS, and inform the appropriate member of the Senior Team.
- Implement a reconciliation, if needed.

- Inform parents/carers, if appropriate
- Continue to monitor and record any on-going support or action on CPOMS.
- Involve external agencies, if appropriate

Role of Parents

Parents have an important role to play, we ask parents to:

- Understand, as per the definition that real bullying is an action that is **usually** repeated, ongoing and involves an imbalance of power.
- To watch for signs that their child may be being bullied signs may include: an unwillingness to attend school, a pattern of headaches of or stomach aches. Early contact with the school is essential at this point.
- If you think your child is being bullied, inform your child's Head of Year. It is unacceptable for a parent to independently take the matter into their own hands.
- **DO NOT** encourage your child to hit back or respond verbally
- Take a balanced and informed approach, keeping in mind that it may be a complex or ongoing issue.
- Encourage your child to tell a member of staff in school, and report the incident as soon as it occurs.

Monitoring

Pastoral Teams/SLT have a responsibility to monitor incidents of bullying and the success, or otherwise, of action taken in response to bullying. This information must be fed back to senior leaders who are responsible for the overall monitoring of the strategies in place.

This policy will be monitored and reviewed by members of the academy trust, and the senior leaders on a regular basis, but at the very least every two years.

Complaints

If parents/carers are not satisfied with the response to any reports of bullying, they should contact the Year Team/SLT. If they remain dissatisfied, they should follow the school's complaints procedures.