

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



ANTI-BULLYING POLICY

Summer 2025

Next Review: Summer 2027

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Mission Statement

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum equipping students with the ability to meet the challenges of the 21st Century confidently and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

'Act justly, love tenderly, walk humbly with your God.'

All forms of bullying are not tolerated at St. Anne's Catholic High School for Girls and any incidents will be thoroughly investigated and dealt with accordingly.

Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It can take many forms, including physical, verbal, emotional, and cyberbullying, and is often motivated by prejudice (e.g., race, religion, gender, sexuality). We also acknowledge that bullying may stem from perceived differences, such as appearance, ability, or social status.

Signs of bullying:

- Withdrawal or signs of anxiety
- Unexplained physical symptoms (e.g., headaches, stomach aches)
- Drop in academic performance or attendance
- Making excuses to avoid certain people or places

Examples of bullying include:

Early signs that a child is being bullied could include: becoming withdrawn, tearful, anxious, angry; disruptive behaviour; making up illnesses to go home or visit the medical room; poor attendance; wanting to be around adults during break/lunchtime. For an adult working in the school environment many of the above signs apply. Physical symptoms for children and adults can include: headaches; stomach ache; vomiting; panic attacks; depression. A child or adult can in extreme cases become suicidal and decide to take their own life.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All staff at St. Anne's have a responsibility to report any concerns or incidents of bullying amongst students to the Pastoral team who will then liaise with the appropriate staff members. If a staff member is feeling that a student is being bullied by a student(s) it is important for them to report this and discuss ways forward and action to be taken to support them. In the first instance the appropriate person to speak to would be:

- **The Pastoral Team – Learning Support Coordinators.**
- **Mr Delaney DelaneyD@st-annes.enfield.sch.uk is the Senior Leader responsible for behaviour**
- **Line manager for other colleagues**

All concerns and reports of Bullying will be investigated and appropriate follow-up taken. It is recognised that many bullies are also victims who may themselves need support. The Pastoral team need to log all incidents and the action and outcomes regarding bullying in the section of the Whole School Inclusion log and not only in the students file.

The playground is the most typical place that bullying takes place; but corridors, toilets and classrooms are also common sites. Student behaviour off the school site is considered to be within the scope of the school's bullying policy in circumstances such as:

1. Bullying behaviour in school uniform
2. Bullying behaviour which has its roots in school
3. Bullying behaviour which is affecting other student's performance or attendance in school
4. Bullying behaviour towards adults who work in school.

Prevention and Education

We aim to prevent bullying by actively promoting inclusivity and awareness through various initiatives:

- **ELSA (Emotional Literacy Support):** These provide students with tools to understand bullying, combat it, and solve problems.
- **Assemblies and Workshops:** Regular school-wide assemblies to discuss bullying and related topics.

- **Peer Support:** Student leaders act as voices of the child, advocating for Anti-Bullying efforts and encouraging others to speak up.
- **Posters and Notices:** Visible reminders around the school highlighting how to report bullying and who to contact for support.
- **Anti-Bullying Week:** Celebrated every November with events designed to raise awareness.

Digital Citizenship Education: We will hold workshops and awareness sessions on responsible online behaviour, the risks of cyberbullying, and how to stay safe on social media.

Encouraging Positive Behaviour: Alongside disciplinary measures, we recognise and celebrate positive behaviours, such as kindness, inclusion, and respect, through rewards and school-wide initiatives.

Students are encouraged to tell a teacher if they or someone they know is being bullied and the use of the 'suggestion boxes', SHARP (school help and reporting page) and school website is reinforced. (The suggestion boxes are for students on each site to be able to write notes of concern or make suggestions in an anonymous way and are regularly checked).

Vulnerable Students'

We recognise that:

Victims are more likely to have the following vulnerability characteristics:

- Lack of assertiveness, anxious or fearful and unlikely to fight back.
- Solitary children with few friends.
- Children with Special Educational Needs or Disabilities.
- Appearance
- Ability
- Health issues, including mental health
- Home circumstances
- Social class
- Ethnicity
- Gypsy/Roma and Traveller Children
- Children in Care
- Lesbian/Gay/Bisexual or Transgender children
- Young Carers

To provide comprehensive support to every student in the school, we prioritise individualised attention. We employ various methods to document evidence accordingly, including consistent monitoring of attendance and absence rates, conducting Team around the Family (TAF) meetings involving practitioners, and organising Multi Agency Plan (MAP) meetings. These approaches guarantee that students and their families receive customised assistance tailored to their specific requirements, particularly during the Early Years phase of their education. Furthermore, we value student input and consider targeted support initiatives such as extracurricular programs and personalised support plans.

Advice for Staff

Staff should be vigilant and proactive in spotting any changes in behaviour that may indicate bullying.

Teachers should:

- **Recognise behavioural changes:** Look for signs of distress such as withdrawal, reluctance to attend school, or sudden emotional outbursts.
- **Maintain communication:** Staff must regularly engage with students, maintaining open channels for reporting bullying concerns.
- **Professional Development:** Attend regular training on identifying, preventing, and addressing bullying, including workshops on restorative practices and supporting students with vulnerabilities (e.g., LGBTQ+, SEND).

If bullying is suspected, staff should report the incident to the Pastoral Team immediately by logging it on My Concern. This may involve an individual conversation with the student, and follow-up actions will be taken to ensure the issue is addressed sensitively.

Advice for Students

Students are encouraged to report bullying in any form, either directly to a teacher or anonymously via the school's suggestion boxes, SHARP page, or website. The school's goal is to create an environment where students feel safe, supported, and heard.

Student Support:

- **Peer Mentoring:** Older students may be trained to act as peer mentors, providing support and guidance to those who experience bullying.
- **Student Campaigns:** Get involved in Anti-Bullying campaigns, offering a platform for students to share their voices and take ownership of bullying prevention.

Procedure for Dealing with Bullying

On all occasions of bullying we will aim to ensure that reconciliation between the students affected should be the objective. Students should always be encouraged to report any issues of bullying that they are aware of as part of their responsibility to each other.

In the case of bullying from students towards an adult(s) the objective will be to stop the student behaviour and to support the adult and student in building a positive relationship. This will also involve the application of student sanctions as appropriate and in line with our Positive Behaviour for Learning Policy, the offer of mentoring/coaching for the adult to support them in their role.



My Concern

My Concern provides all teachers and teaching support staff with a user-friendly platform to effectively manage and document safeguarding and wellbeing concerns. This valuable tool enables early intervention and ensures the protection of individuals at risk through its secure and intuitive interface.

Good Practice

- **Confidentiality:** Students should not be promised absolute confidentiality, as information may need to be shared with relevant parties to ensure the safety and well-being of all involved.
- **Support for the Bully:** Bullies often need support to address their behaviour. We will work with the perpetrator, offering counselling and guidance to address underlying issues.
- **Parent/Carer Involvement:** Where appropriate, we will involve parents/carers in the resolution process, including meetings with both the victim and the bully. This alongside any sanctions that take place.

GUIDANCE: CYBERBULLYING

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 and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

[Q:\General Information\Policies\POLICIES - STATUTORY\Online Safety Policy](#)

Procedure relating to child safeguarding

The Schools' Designed Safeguarding Lead (DSL) is Kaylea Vevers, Assistant Headteacher.

VeversK@st-annes.enfield.sch.uk

Department for Education resources:

DfE Behaviour and Discipline in Schools Guidance:

'Preventing and tackling Bullying - Advice for head teachers, staff and governing bodies' (July 2017) Pub Department for Education UK:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Cyberbullying: Advice for head teachers, and school staff

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Specialist organisations:

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

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

<https://www.kidscape.org.uk/>

<http://www.bullying.co.uk/cyberbullying/>

LINKS WITH OTHER POLICIES

This policy links to the following policies:

- Suspensions Policy
- Online Safety Policy
- Child Protection & Safeguarding Policy
- SEND Policy and Information Report
- Attendance and Punctuality Policy
- Positive Behaviour for Learning Policy
- Drug Education and Incident Policy

MODIFICATION HISTORY

Version	Date	Description	Revision Author
0.1	July 2021	Reviewed and updated to ensure it continues to reflect current guidance	D. Delaney
0.2	July 2023	Reviewed and updated to ensure it continues to reflect current guidance	D. Delaney
0.2	March 2025	Reviewed and updated to ensure it continues to reflect current guidance	D. Delaney