

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



ANTI BULLYING POLICY AND PRACTICE

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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 delivered in modern facilities, 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.

We are a fully inclusive, Catholic girls' secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

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

Our School Policy on Bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

We also acknowledge that bullying from students to adults is an issue to be taken and acted upon seriously.

Our Mission Statement makes clear the entitlement of everyone in school to be equally valued and respected and it is the responsibility of each of us to show understanding and respect for others. In light of this, bullying in any form has no place at St. Anne's and will not be tolerated.

DFE Advice for Headteachers, staff and governing bodies May 2012

Preventing and tackling bullying: Schools accountability

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

The new Ofsted framework which came into force in January 2012, includes 'behaviour and safety' as one of its key criteria for inspections. **Schools should be able to demonstrate the impact of anti-bullying policies.**

What's changed?

This document replaces previous advice – *Safe To Learn: embedding anti-bullying work in schools*. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

Dealing with bullying

Successful schools have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. However a school chooses to define bullying for the purposes of its own behaviour policy, it should be clearly communicated and understood by pupils, parents, and staff. Successful schools create an environment that prevents bullying from being a serious problem in the first place. School staff, headteachers and governors are best placed to decide how to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Symptoms of Bullying

Early signs that a child is being bullied could be: becoming withdrawn, tearful, anxious, angry; disruptive behaviour; making up illnesses as a means to go home or go to 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.

The problem of bullying has been identified as a big issue in schools in recent years. All schools have issues of bullying and it is important to promote a 'telling' culture across the whole school.

All staff have a responsibility to report any concerns or incidents of bullying amongst students to school Achievement Leaders who will then liaise with the appropriate staff members.

If a staff member is feeling that he/she 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:

Subject leader for subject teacher

Inclusion Manager for Teaching Assistants

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 playground is the most typical place that bullying takes place; but corridors, toilets and classrooms are also common sites.

Pupil 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 pupil's performance or attendance in school
- 4 Bullying behaviour towards adults who work in school

Preventing and tackling bullying: Frequently asked questions.

Should we prioritise tackling some types of bullying over others?

Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see the ['further sources of information'](#) links on this site.

Should I discipline pupils for bullying outside the school?

Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

How do schools with a religious character – or schools dealing with parents with particular religious beliefs – respond to prejudice based bullying?

Notwithstanding the particular tenets of their faith, schools with a religious character should uphold the values of tolerance, non-discrimination and respect towards others and condemn all forms of bullying, as in any other school.

How can we involve parents more in our anti-bullying work?

Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Should I record incidents of bullying?

Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.

Bullying outside school premises

Headteachers 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 headteachers 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 legislation does not apply to independent schools). 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 or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Intervention

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Prevention A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Prevention and Education

We aim to prevent bullying through implementing the Behaviour for Learning policy. Bullying as a theme for discussion with related information and activities is discussed in the PSHE (personal, social and health education) curriculum and school assemblies. Pupils 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 pupils on each site to be able to write notes of concern or make suggestions in an anonymous way and are regularly checked).

Whole school display on anti-bullying also promotes a 'telling' culture.

Pupils have anti-bullying information in their student planners and form tutors and Achievement Leaders refer to this with students at appropriate times.

Good Practice

If bullying is reported or identified it is vital for the victim to feel supported and empowered to deal with the situation; knowing that issues will be dealt with sensitively and effectively. In many cases it will be appropriate for all parties (with the consent of the victim) to meet with an appropriate adult to make the bully aware of the effects of their behaviour and for resolution to take place between students.

In the case of an adult being bullied by a student this would also be an appropriate action with the consent of the adult who is the victim.

Parents must be kept informed of the situation and information logged on school referral forms.

Bullies often need support to address their behaviour and intervention should be focused on this alongside any sanctions that take place.

Students may come to you with information regarding themselves or others, which they ask you not to tell another member of staff about. Do not guarantee any pupil absolute confidentiality in this respect as the information may need to be shared immediately or at a later stage with other staff members and pupils need to be clear that this is the case.

If you are concerned that bullying is taking place outside of school by a parent/carer or other adult you should complete an initial Child Protection concern form (refer to: Child Protection Policy) following discussion with the Achievement leader of that year group.

Parents and Carers

The following is advice to parents/carers from the 'Bullying – Don't Suffer in Silence' DCSF(Department for Children, Schools and Families) guide and highlights useful information for colleagues in school.

"Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried."

Parents of a bullied child should:

Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do.

Make a note of what the child says.

Explain that the child should report any further incidents to a teacher or other member of staff straight away.

Telephone to discuss and then if felt necessary make an appointment to see the child's Achievement Leader as soon as possible.

Parents of a child who is bullying others should:

Talk to the child and explain that bullying is wrong and makes others unhappy.

Show the child how to join in with others without bullying.

Speak to and if felt necessary meet the child's Achievement Leader as soon as possible, to discuss how the school and the parent's together can stop the bullying.

Talk to the child regularly about how things are going at school.

Give the child lots of praise and encouragement when they are being kind and considerate to others.

Advice for Staff

Five key points:

- 1 Never ignore suspected bullying
- 2 Don't make premature assumptions
- 3 Listen carefully to all accounts – several students saying the same thing does not necessarily mean they are telling the truth
- 4 Adopt a problem-solving approach which moves students on from justifying themselves
- 5 Follow-up repeatedly, checking bullying has not resumed.

The 5 points provide guidance but must be carried out in conjunction with school referral procedure as outlined in the Behaviour for Learning Policy.

Procedure for Dealing with Bullying

On all occasions of bullying reconciliation between the students affected should be the objective. Students are 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 behaviour for learning policy and the offer of mentoring/coaching for the adult to support them in their role.

1. All evident bullying will be initially dealt with by the adult when witnessed.
2. The matter will be reported the same day to the Achievement Leader.
3. If it is a first offence and relatively minor, the Achievement Leader will reprimand the student.
4. If the offence is repeated or it is a more serious first offence the teacher will report the matter to the Achievement Leader in writing. The Achievement Leader will issue a verbal reprimand and the recorded incident will be placed in the Students file.
5. If other incidents occur, parent/carer will be informed by telephone and followed in writing regarding what has happened and advised that a subsequent incident will result in further sanctions; which could be an SMD or fixed term exclusion.
6. Following exclusion the offender may only return to classes after a re-entry meeting with her parent/carer and clear assurances are given that there will be no further bullying. An apology will also be made by the offender to the student(s) offended as part of the resolution process.
7. All Student Planners contain student-friendly advice regarding bullying and 'what to do' in addition to the transition to St Anne's booklet and other resources mentioned earlier on in this policy.

The DFES advises in 'Improving behaviour and attendance: Guidance on exclusion from schools (Dfes/0087/2003) that it is appropriate to permanently exclude a pupil for a one-off or first offence in certain cases, including serious actual or threatened violence against another pupil.

If a pupil has been excluded for this reason or for persistent and defiant behaviour, including bullying, the DFES advises that the Government would not expect the pupil to be reinstated on appeal.

Our Achievement Leaders, Learning Mentor, Safer schools police officer and related external agencies work with students who have been bullied and students who have bullied in a variety of ways and where appropriate also offer support to parent/carers.

GUIDANCE: CYBERBULLYING

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 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 wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the [Childnet International](#) and [Beatbullying](#) websites.

Key national document:

"Cyberbullying – Safe to Learn: Embedding Anti-bullying work in schools"
DCSF-00658-2007

Cyber bullying is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms for example:

- Sending threatening or abusive text messages or e-mails, personally or anonymously
- Making insulting comments about someone on a website, social networking site or online diary
- Making or sharing derogatory or embarrassing videos of someone via mobile phone or e-mail (such as 'Happy Slapping' videos)

It should be noted that the use of ICT to bully could be against the law.

Abusive language or images, used to bully, harass or threaten another, whether spoken or written (through electronic means) may be libellous, may contravene the *Harassment Act 1997* or the *Telecommunications Act 1984*.

Bullying is based on unequal power relations, real or perceived. It will usually be repeated and be difficult to defend against. It is intended to hurt the bullied emotionally and/or physically. Use of the web, text messages, e-mail, video or audio to bully another learner or member of staff will not be tolerated.

Guidance for Staff

*"Bullying can be done verbally, in writing or images, **including through communication technology (cyber bullying) e.g.: graffiti, text messaging, e-mail or postings on websites.** It can be done physically, financially (including damage to property) or through social isolation. Verbal bullying is the most common form.*

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time.

1. Advise the learner not to respond to the message
2. Refer to relevant policies including e-safety/acceptable use and PSHE and apply appropriate sanctions
3. Secure and preserve any evidence

4. Follow the school's Behaviour for Learning Policy

If malicious or threatening comments are posted on an Internet site about a learner or member of staff.

1. Inform and request the comments be removed if the site is administered externally
2. Secure and preserve any evidence
3. Follow the school's Behaviour for Learning Policy

Cyber-bullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Procedure relating to child protection

The Schools named Child Protection Officer is: Jennie Gumbrell, Deputy Headteacher

- See Child Protection Policy for information

ARRANGEMENTS FOR MONITORING AND EVALUATION:	Annually
DATE ESTABLISHED BY GOVERNING BODY:	January 2008
DATE REVIEWED:	March 2014
DATE OF NEXT REVIEW:	As Required
RESPONSIBILITY:	AHT KS 4

Further Sources of Information Department for Education resources:

DfE Behaviour and Discipline in Schools Guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (A video resource about bullying involving young children with disabilities)

Let's Fight it Together (A video resource about Cyber-bullying)

Legislative links:

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Specialist organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have

developed the Cybermentors peer support programme for young people affected by cyber-bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.