THE BARLOW
RC HIGH SCHOOL

SERVE • PRAY • ACHIEVE • RESPECT

Rise up,
take courage,
and do it.

Anti-Bullying Policy

Mission Statement

As a Catholic school, our mission is to show love through our Respect for others.

We value our God-given gifts, talents and abilities.
Our aim is to bring out the best in everyone, within a safe And happy environment.

Everyone should know that we are followers of God by what we do, not just by what we say.

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1. Anti-Bullying Policy Rationale

What constitutes bullying?

Bullying is defined by the DFE in its advice to schools 'Preventing and tackling bullying' July 2017, as ***'behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally'.*** Bullying can be 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 difference, real or perceived between pupils and will not be tolerated at our school.

Bullying can be (but not limited to):

- Physical: pushing, kicking, hitting or pinching, any form of violence, threats.
- Verbal: name-calling, sarcasm, spreading rumours, persistent teasing.
- Emotional: tormenting, threatening ridicule, humiliation, stares, gestures and exclusion from groups or activities.
- Social Isolation: purposely leaving peers out of conversations, activities, exclusion from social activities.
- Cyber: the use of the internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner, for example via text messages, social media or gaming, which can include the use of images and videos.
- Social Isolation: purposely leaving peers out of conversations, activities, exclusion from social activities.
- Extortion: money, gifts, doing homework.

Pupils can be bullied for a variety of reasons, such as and not limited to:

- Race: racial taunts, graffiti, gesture.
- Homophobic, bi-phobic and transphobic.
- Sexual: unwanted physical contact, abusive comments, up skirting.
- Sexist: comments, prejudice.
- Disability/SEN: either seen or not seen, comments prejudice.
- Religion/belief: comments, remarks, prejudice.
- Gender identify/reassignment.

The above are protected characteristics under the Equality Act 2010.

Signs of bullying might include:

- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Refusal to talk about any problem.
- Easily distressed.
- Damaged or incomplete work.

2. The law

Under the Education and Inspections Act 2006, maintained schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures form part of the school policy and are regularly communicated to pupils, staff and parents.

- The Malicious Communications Act 1988.
- The Protection from Harassment Act 1997.
- The Communications Act 2003.
- The Equality Act 2010

3. Introduction

The school's Mission Statement is reflected in the Anti-Bullying Policy.

The governors and senior staff believe that each pupil at of our school is entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all staff that this takes place in an atmosphere which is caring, protective and actively promotes and respects our differences.

Action

In order to achieve this, our school will:

- Set down whole school strategies to combat bullying, for we must accept that bullying could exist within our school.
- Ensure that there is a clear, thorough procedure to follow when incidents of bullying occur and that it is made clear to all staff and pupils.
- Put the immediate physical safety of a pupil as a first priority.
- Follow up every incident of alleged bullying regularly to ensure that the victim is given as much support as possible in order to prevent a recurrence of the behaviour.
- Inform parents/carers of victims and perpetrators of the action being taken, including any sanctions, and what they can do to reinforce and support that action.
- Ensure that all pupils have an assigned person to whom they can talk in confidence. Pupils need to know that something will be done, and that the incident will be handled in a sensitive manner. Pupils must be told, however, that the school cannot offer limitless confidentiality at all times, especially if issues of child protection are involved.
- Ensure that all areas of our school are supervised at break and lunchtime and at the beginning and end of the day. Set up procedures for dealing effectively with specific complaints from parents / carers.
- Encourage all school staff to be aware of the problem of bullying and to pass on any worries they may have about individual children.
- Provide a pastoral support programme to help support and regularly follow up any victims/perpetrators of bullying to avoid any repeat occurrences.

- Use the Personal Development curriculum and weekly assemblies as a positive means for combating bullying.

- Ensure that all pupils, parents / carers and adults in our school know that bullying is completely unacceptable and if they help to stop it, they will be ably supported by staff and the school's Anti-Bullying Ambassadors.

- Give clear advice to parents/carers on how to look out for signs of distress and whom to contact if their child is being bullied.

- Encourage the reporting of any bullying incident through the anonymous, online toolkit via the school's website – The Sharp System, or in person to a trusted adult / peer, or via the email address: pupilwellbeing@thebarlowrchigh.co.uk.

Staff must:

- Watch for early signs of distress in pupils (see earlier list of signs).

- Respond to the victim, offer help and put school's procedures into operation.

- Use all pupils as a positive resource in the stopping of bullying, where appropriate. Peer groups, including the school's trained Anti-Bullying Ambassadors, will be willing to help and support victims once recognised by a teacher. They can also help shy pupils or new pupils feel welcome and accepted.

- Sexual and racial harassment also needs to be discussed and dealt with in-line with the school's behaviour and safeguarding policies.

- The following steps should be followed in recording incidents of bullying and also as a means of conveying to everyone how seriously our school regards bullying behaviour.

4. The Role of the Curriculum

Teaching and learning strategies are used in a cross curricular way, particularly in the PSHE and Personal Development curriculum to:

- Raise awareness of bullying and harassment.
- Raise awareness and understanding of the impact of cyberbullying on mental health.
- Promote the importance of Online Safety.
- Increase understanding for victims, and help to build an anti-bullying, anti-violence and respect for all ethos.
- Teach pupils how to handle their relationships with others.

Through the curriculum we explore such issues as:

- Why do people bully each other?
- What are the effects of bullying on the victim, perpetrator, and on bystanders?
- What can we do to stop bullying?

5. Bullying Incident Procedures

Stage 1 (Staff member receives the initial report of potential bullying)

- Discuss the nature of the incident with the victim, remaining patient and understanding.
- If relevant Stage 1 of the yellow Bullying Investigation Report should be completed, with all the relevant information required, signed and dated before being handed directly and immediately to a member of the Anti-Bullying Champion Team.
- However, if an immediate referral is not possible due to teaching commitments, the member of staff involved should instead make a bullying referral via Classcharts, which will be picked up and actioned by a member of the Anti-Bullying Champion Team.

Stage 2 (Anti-Bullying Champion Investigation)

- Identify and meet with (separately) the victim/s, perpetrator/s and any witnesses, use the Bullying Investigation Prompt Sheet for each interview and record their statements.
- If the perpetrator/s own up, make it understood that bullying is not acceptable at The Barlow RC High School and what effect it has on the education of the victim and the rest of the pupils in the class/school. Ask the bully to put themselves in the position of the person being bullied.
- If the allegation of bullying is denied, investigate further.
- If there is sufficient evidence that the bullying occurred, contact the parents or carers of victim/s and perpetrator/s and inform that the issue is under further investigation and that they will be kept informed - record that contact has been made.
- Stage 2 of the Bullying Investigation Report should then be completed, signed and dated by the Anti-Bullying Champion and handed directly and immediately to the relevant HOY or Key Stage Leader.

Stage 3 (Final Outcome)

- HOY and Key Stage Leader to review all of the information provided at Stage 2 and decide if the incident is deemed to be bullying before taking the relevant next steps i.e. applying sanctions and providing appropriate support for the victim(s) and perpetrator(s)
- Identify an appropriate follow-up plan with dates (within a maximum of 3 weeks of the initial incident)
- Complete Stage 3 of the Bullying Investigation Report including which sanction(s) will be applied and the date for review and then contact the parents /carers of the victim(s) and perpetrator(s) to inform them of the outcomes and sanctions
- Record the relevant information on Classcharts.

Stage 4 (Follow Up and Review)

- HOY anti-bullying meetings implemented and recorded every 3 weeks.
- Parents / Carers of victim informed, updated and recorded every 3 weeks, as appropriate.

Stage 5 (Monitoring and Evaluation cycle)

- AHT Anti-Bullying Lead and relevant Key Stage Leader review all bullying data (victim and perpetrator) cumulatively by year group and vulnerable group each half term to identify any issues and plan intervention accordingly.

Pupils should be encouraged:

- To report to a trusted adult or Anti-Bullying Ambassador / Prefect if they are being bullied or in distress.
- To inform a trusted adult immediately if they are aware of anyone else being a victim of bullying.
- To reject bullying in their social groups.

Parents and carers should:

- Raise any change in behaviour of their child(ren) with our school.
- Treat seriously any suggestion by their child(ren) that they may be being bullied.
- Encourage their child(ren) to talk to a trusted adult they know if they feel they cannot talk to their parents or carers.
- Approach the school directly if they feel a bullying incident has not been dealt with effectively or alternatively follow the complaints procedure in the unlikely event of an unsatisfactory outcome.

6. Useful Information

The DFE has published an updated range of useful and informative documents, which have been taken into account when establishing the school anti-bullying policy

- Online abuse and bullying prevention guide – Home Office Guidance March 2015.
- Preventing and tackling bullying – DFE advice July 2017.
- Cyberbullying – DFE advice November 2014.

The charities and organisations listed below are linked to some highly successful strategies:

- Bullying Intervention Group - www.bullyinginterventiongroup.org
- Bullying Advice from Family Lives UK https://www.familylives.org.uk/advice/bullying
- National Bullying Helpline – www.nationalbullyinghelpline.co.uk.
- National Society for Prevention of Cruelty to Children – www.nspcc.org.uk.
- ChildLine – www.childline.org.uk.
- The Mix – www.themix.org.uk.
- Kidscape – www.kidscape.org.uk.
- National Children's Bureau – www.ncb.org.uk.
- The Samaritans – www.samaritans.org.

7. Policy Review

This policy will be reviewed annually and should be read in conjunction with the following related school policies:

- Behaviour Policy.
- Complaints Policy
- Online Safety including Using Social Media Responsibly Policy.
- Equality Policy and Guidance.
- Mental Health and Wellbeing Policy.
- PSHE Policy
- Safeguarding Policy incorporating Child Protection.
- Safeguarding Policy (Pupil Version).
- Relationship and Sex Education (RSE) Policy
- Child-on-Child Abuse Policy
- Child-on-Child Policy (Pupil Version)
- Young Carer Policy