St Peter's Catholic School

Policy for Action on Bullying

"Love one another as I have loved you"
John 13:34

"At St Peter's Catholic School, we believe that Faith is our Foundation and we live out our mission through the virtues and values of the Catholic Pupil Profile." This mission statement and the teachings of Christ and our Gospel values underpin the behaviour of all members of the St Peter's Community. The aim of this policy is to encourage self-disciplined individuals who live out their lives to a high standard in school, at home, in the local community and in the wider world. The values of the Catholic Pupil Profile are used to foster the aims of the policy throughout the school.

The Catholic Pupil Profile
The following values are denoted in the Catholic Pupil Profile and these values are presented, taught, celebrated and displayed as part of the school's distinctly Catholic Ethos and are an essential part of the Behaviour and Discipline, Anti-Bullying, Safeguarding and Child-Protection policies.
- Generous and Grateful
- Attentive and Discerning
- Faith-filled and Hopeful
- Intentional and Prophetic
- Compassionate and Loving
- Learned and Wise
- Curious and Active
- Eloquent and Truthful

Our pupils are expected to 'treat each other well'. It is the responsibility of everyone in the school community to promote these ideals and to be vigilant in preventing all forms of bullying. This policy should be followed alongside the Behaviour and Discipline Policy.

Feedback from representatives of the whole school community, pupils, parents, staff and governors has informed the review and development of this policy. This policy covers the bullying of pupils, by other pupils or staff, in addition to the bullying of school staff, whether by pupils, parents or other staff.

AIMS
- to demonstrate that St Peter's takes bullying seriously and that it will not be tolerated
- to take measures to prevent all forms of bullying both in school and out of school within reason and in line with legal guidelines.
- to support everyone in the actions to identify and protect those who might be bullied and therefore
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying

BULLYING is:

- Deliberately hurtful behaviour
- Repeated often over a period of time
- A situation where someone feels hurt, threatened or frightened

The main types of bullying are:

PHYSICAL   hitting, kicking, taking belongings. Any form of physical intimidation or assault.
VERBAL   harassment or insults with regard to personal attributes including disability, race, religion, gender and sexual orientation (LGBT)
INDIRECT   spreading rumours about someone
                excluding someone from social groups
                sending insulting text messages/social networking sites
                (cyber bullying)

CYBERBULLYING

Cyber bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

Some of the types of cyber bullying are:
- Harassment - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms. Being explicitly offensive on gaming sites.
- Denigration – Sending information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose of ridiculing, spreading fake rumours and gossip. This can be on any site online or on apps. This includes altering photos of others and posting in online for the purpose of bullying.
- Flaming – Purposely using extreme and offensive language and getting into online arguments and fights. This causes reactions from the victim and perpetrators enjoy the fact it causes someone to get distressed.
- Impersonation – hacking into someone's email or social networking account and using the person's online identity to send or post vicious or embarrassing material to/about others.
- Outing and Trickery – Sharing personal information about another or tricking someone into revealing secrets and forwarding it to others so others can mock. Asking for sexually explicit photos or videos and distributing them to others to embarrass and mock. Producing or sending sexually explicit pictures (sexts) are illegal if the picture is of someone under the age of 18.
- Cyber Stalking –The act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal.
- Exclusion – Intentionally leaving someone out of a group such as group messages, online apps, gaming sites and other online engagement.

Cyberbullying is covered by a number of criminal laws that can apply in terms of
- 1) harassment and ongoing abuse,
- 2) threats to a person's life or safety or property,
- 3) menacing communications which are grossly offensive, indecent, obscene, or false.

In cyberbullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate (including sexually explicit material). Active participants can make the situation worse compounding the distress for the person subjected to the bullying.

PEER ON PEER ABUSE

St Peter's recognises peer on peer abuse and such accusations are always taken seriously and investigated thoroughly as per this policy. This includes sexting as well as physical, verbal and sexual abuse. This is in the context of and along side the Safeguarding Policy.

St Peter's Catholic School works proactively to encourage tolerance and respect in all aspects of school life and this is central to the Behaviour and Discipline policy as well as this Bullying Policy. Protected characteristics under the Equality Act of 2010 are;

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or
- national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

Bullying, based on any prejudice or reason, will be proactively dealt with regardless of whether this takes place within school, outside of school or indeed on-line.

Responsibilities

Governing Body

The chair of the Pupil Support Committee will liaise with the Chair of the Governors, and Assistant Headteacher over all the anti-bullying strategies and individual cases where necessary.

The governing body will discuss, review and endorse agreed strategies on the initiative of the Chair of the Pupil Support Committee.

The Headteacher / Deputy Headteacher will:

- ensure all staff have an opportunity to discuss strategies and review them

- determine the strategies and procedures, discussing development with the Leadership Team
- ensure that the procedures are brought to the attention of all staff, parents and pupils; and
- report annually to the governing body

Assistant Headteacher, Behaviour, Care and Guidance:

- Be responsible for the day-to-day management of the policy and systems
- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies
- Keep the Headteacher and Deputy Headteacher informed of incidents
- Arrange relevant staff training
- Determine how best to involve parents in the solution of individual problems (with the Lead Tutor).

Lead Tutors will

- be responsible (with the Assistant Headteacher) for ensuring that the school's positive strategies are put into practice; and
- know the school's procedure and deal with any incidents that are reported
- Record details on CPOMs including follow up actions completing the appropriate Bullying Form which make the Bullying Log.

Form Tutors will

- be responsible for liaising with Lead Tutor (and other appropriate staff) over all incidents involving pupils in their form
- be involved in any agreed strategy to achieve a solution

(In the case of cyber-bullying the e-safety committee will)
- be responsible (with Assistant Headteacher, Lead Tutor, DSL) for educating students and staff on how to report abuse or flag inappropriate content as abuse on social media apps or websites.
- Be knowledgeable of the school's e-safety procedure and deal with any cyber bullying incidents that are reported.

All Staff will

- know the policy and procedures
- be observant and deal with incidents according to policy
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity

Parents
- Have a responsibility to model behaviour and attitudes that are respectful and tolerant of others.
- Be respectful and polite in all communication between home and school. This includes emails, letters, telephone conversations and face to face meetings.

- Parents should ensure the law with respect to Social Media applications is adhered to, including age restrictions.

All Members of the School Community
- Have the right to work and learn feeling safe and secure.
- Have the responsibility to report any kind of bullying to the appropriate person.

Vigilance and Identification
- Staff should be aware of the following signs that a child may be exhibit if they are being bullied
  o Being withdrawn
  o Truants lessons or days.
  o Unwilling to attend to school.
  o Excessive visits to Pupil Support.
  o Unexplained cuts and bruises
  o Sitting on their own.
  o Change of behaviour/work ethic.
  o Starts to bully other children e.g. younger siblings/more vulnerable children.
  o Gives improbable excuses
  o Change of friendship.
  o Asks to go home ill frequently.
  o Frequently loses possessions.
  o Not eating.
  o Becomes anxious and lacks confidence.
- The school recognises that every case of bullying can be different and the best way of ensuring the bullying is identified early is through a Pastoral System which prioritises knowing children well and being accessible and caring.

Actions to prevent bullying

- The school raises the awareness of the anti-social nature of bullying, through RE, the Personal Development and Citizenship programme, assemblies, the school council, tutorial time programmes including discussion activities as well as in the national curriculum programmes of study as appropriate. In Key Stage 3, students are taught a specifically developed module on e-safety with a key focus being the prevention of cyber-bullying.
- E-safety assemblies are presented to all year groups at regular points throughout the year. There is a week of activities in February focused on the safe use of digital technologies which includes information, guidance and our reporting systems on cyber-bullying. The school celebrates Safer Internet Day held every February.
- There is a dedicated e-safety committee whom discuss cyber-bullying issues with both victims and perpetrators in promoting a cohesive community which extends to online activities. Victims are supported and perpetrators are reminded of the consequences of cyber bullying and their responsibilities of being a responsible digital citizen.
- In all these areas, pupils are given opportunities to learn about and to discuss the importance of developing friendships and relationships. Positive values in school

are reinforced through the inclusive nature of clubs, trips, residential visits and the opportunities for leadership activities.

- School rules, agreed by the School Council, are clearly displayed in every classroom. Advice on bullying is also on display in the classrooms and is in the School Liaison Journal.
- All staff receive training in being aware of and dealing with bullying. The Induction programmes for all new staff ensures staff are familiar with the policies and procedures. Regular Pastoral Team meetings ensure bullying remains a priority.
- Form Tutors, Lead Tutors and the Leadership Team regularly remind and encourage pupils to speak in confidence to any adult in school with whom they feel comfortable (Reference – Confidentiality Policy and Procedure). Pupils can also report any bullying incidents on the Student Portal, this allows an alert to be sent to the Lead Tutor.
- Bullying being unacceptable is a key message in many assemblies but is the central Assembly theme at least once each term, especially during Anti-Bullying Week in November and Safer-internet week.
- Parents are encouraged to contact the school, the appropriate Form Tutor or Lead Tutor in the first instance, with any concerns. Links to specialist organisations such as Beatbullying; CEOP; ChildNet are available to parents on the school website. Links to specialist organisations are available to students on the homepage of the School Portal.
- Senior students are trained as peer mediators. They are introduced to pupils as early as Y6 and the process is well co-ordinated and structured by a member of the Pastoral Team. (Reference – Confidentiality Policy and Procedure)
- Toilets, corridors and playgrounds are well supervised by adults at break, lunchtime and lesson changeovers. Y11 prefects also help in key areas at break time
- Pupils are aware of the definitions of all types of bullying and in particular understand what on-line bullying is, that bystanders can become accessories by passing on or showing to others images designed to humiliate.
- The Acceptable Use Policy is signed by all users of the learning network and is visible to all.
- Network and internet access monitoring is done by an assigned person using monitoring software and issues are referred to appropriate personnel.
- E-safety Parents' evenings are run throughout the year to raise awareness of popular social media apps, games and websites that may be used to cause offence or be a platform for bullies. Parents are educated on how to protect and monitor digital usage so that it does not become a tool for perpetrators. Parents are guided on how to monitor usage, how to report abuse on social media apps and websites and potential signs of bullying. Websites such as The Parent Zone and CEOP are highlighted as routes for further advice and guidance where necessary.
- Staff receive e-safety training and reminders which includes up to date information on the most popular apps, games and social media websites and the potential problems they may cause with reference to cyber-bullying. Staff are provided with information on signs to look for in cases of bullying and are aware of the members of the e-safety committee to access further information and advice from should they be concerned.

Taking Action

Different incidents will require different measures depending on their seriousness, frequency and other circumstances. However, a consistent approach is important in all cases.
Immediately.

- Reassure the victim. He or she needs to know that the matter will be taken seriously and handled discreetly and sensitively. Listen allowed the child to say what has happened in their own words.
- Get a very clear, written account of what happened, when, where and who else was present or involved. All of this should be recorded on the Bullying Incident Report Form which must be completed. Normally, the student will be invited to write a full statement in the Pupil Support room.
- If a racial element to the bullying is suspected, the Assistant Headteacher, Behaviour, Care and Guidance must be informed immediately.
- Seek advice from a colleague if you are not confident or free to deal with the matter.
- Take practical steps to remove any immediate fears the pupil may have, for example, lesson changeover. Make sure an adult is aware of this and available to give support. Reassure the victim that they are doing the right thing is telling somebody.

The Lead Tutor

- The Lead Tutor and other appropriate staff will determine in consultation with the victim, the appropriate strategy and plan of action to combat the bullying. (This could involve particular members of staff, peer mediators, parents, EWO etc)
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem, as appropriate, by the relevant Lead Tutor. Parents will be informed of the policy and procedures, relating these to the School's Behaviour and Discipline Policy. For persistent offenders or incidents considered as gross acts of aggression, a pupil could be permanently excluded.
- The Lead Tutor will ensure that statements are taken from any other parties involved and that these are all copied for the student files and for the bullying log.
- Lead Tutors will check a student's file for any previous instances of bullying.
- Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions may also have to be used against bullies, using any of the school's formal punishments as appropriate (Reference School's Behaviour and Discipline Policy).
- The primary need is to ensure that the bullying stops. Sanctions will be determined by the Lead Tutor and Senior Leadership Team who will ensure that further bullying is prevented and a clear message is sent to the victim, friendship group or year group that bullying is unacceptable and will not be tolerated.

- Give clear advice to all concerned about what to do if there is any repetition of the behaviour, for example a named member of staff who is aware of the situation. Lead Tutors would generally notify teaching staff.
- Support will be offered through the Pupil Support room and place to go should the pupil be concerned.

Follow Up
- Arrange for a member of staff to discreetly check that the pupil is coping in the week following the incident.
- Approximately four weeks later, speak to the pupil to check that all is well.
- Follow this up 2 – 3 months later, speak to the pupil to check that all is well.

Further Action
- Where bullying involves behaviours which break the law, the police may be contacted. The Malicious Communications Act 1988 and other relevant laws will be considered in the way the school deals with cyberbullying.
- Where an incident is being investigated by the police, the school will seek advice from the police as to any action the school can take while the investigation is live.
- School will report to the Local Authority any instances of racism on a termly basis.
- Further help and support may be sought via an Early Help Assessment or a referral to CAMHS. The SENCo may be involved external agencies, including the Autism team and behaviour support teams regarding either the victim or the bully as appropriate.
- With regards to online bullying Lead Tutors refer both victims and perpetrators to the e-safety committee. Perpetrators are reminded of their responsibilities as a digital citizen and their accounts checked where necessary to ensure any inappropriate material about others including harmful or explicit material is removed from their devices. Victims are supported and advice is provided to students on how to flag abusive messages or content on popular social media apps or websites. Reminders are also provided on how to protect accounts so only 'friends' associated with that app or social media site can gain access to personal content such as photos or private information.
- In the case of anonymous cyber-bullying through social media such as Ask FM, Whisper, Secret, Yik Yak or Burns Note, reminders are provided about digital responsibilities, CEOP is contacted and the Police may be asked to investigate based on the nature of the cyber-bullying. Parents of the victim are informed (and parental alerts sent out if necessary to raise and monitor awareness of student usage on the offending app).
- Each e-safety case is revisited four weeks after. The incident is also followed up 2-3 months later to check all is well.

Monitoring, Evaluation and Review

- All incidents of bullying are logged and recorded using the CPOMs system and PARS.
- A bullying log is kept on the school system with a clear record of any instances of bullying including follow ups.

- Incidents are followed up 2-3 months after an incident to monitor effectiveness of policy and practice
- Network and Internet access is monitored closely,
- Incidents are reported to the Headteacher and Governors' Pupil Support Committee once a term
- Pupil and Parent questionnaires, Pastoral Team meetings, discussions with peer mediators and school council will form part of the monitoring process and inform policy review.
- Policy review - Summer 2022.